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ABSTRACT

This tenth annual report to Congress reviews implementation of the Education of the Handicapped Act (Public Law 94-142). Chapter I provides national statistics on numbers of children receiving special education and related services, numbers of children with handicaps receiving special education in various settings, and the numbers of school personnel available and needed to provide such services. The child count information is for school year 1986-87, whereas the information on setting and personnel is for school year 1985-86. Chapter II presents a discussion of circumstances under which students with handicaps exit from school, such as graduating, reaching maximum age, or dropping out. The chapter contrasts data for students with handicaps with data for nonhandicapped students. Data on the services students with handicaps are anticipated to need after leaving school are also presented. Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps. Extensive information is provided regarding the activities of the various discretionary and entitlement programs (especially Public Law 99-4567) with regard to young children. The chapter includes descriptions of projects funded for statewide planning, knowledge production, model development and replication, personnel development, and technical assistance. Chapter IV responds to the mandate to provide the results of federal monitoring of the state administration of the Education of the Handicapped Act. In addition, this chapter provides results of projects funded under the State/Federal Evaluation Studies Program. Descriptions of ongoing Congressionally-mandated studies are also included. Extensive appendixes and tables provide statistical data supporting the text. (DB)

ED 294410

"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

*Education of the Handicapped Act, Section 618,
as amended by Public Law 98-199*

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Tenth Annual Report to Congress
on the Implementation of
The Education of the
Handicapped Act

Prepared by the
Division of Innovation and Development
Office of Special Education Programs

1988

U.S. Department of Education
William J. Bennett, Secretary

U.S. Office of Special Education and
Rehabilitative Services
Madeleine Will, Assistant Secretary

EC 210 334

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No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Foreword

The submission of this *Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act* (EHA) marks the end of a decade of extraordinary change. We as a nation have made substantial progress toward our goal of providing an appropriate education for all children with handicaps. With Federal assistance and guidance, States and localities are now better able to provide for the needs of children with handicaps than at any other time in our history.

As we enter this second decade of reporting to Congress, we anticipate continued accomplishments as significant as those already achieved. A goal of the previous decade has been to assure that all school-age children with handicaps are provided a free appropriate public education. The enactment of P.L. 99-457 and its landmark emphasis on the early provision of services assures that this goal will be applied also to children from birth through age 5. While many children with handicaps in this age group are currently receiving some type of service, the new legislation extends a complete individualized education program to all 3-through 5-year-old children with handicaps. Federal support has already laid the groundwork for these services in many parts of our country; expansion of services will be the focus of the coming decade.

For children aged 2 and younger with handicaps, the focus will be on the development of interagency service delivery models that incorporate the multiple needs of these children and their families. The provision of services to handicapped infants and toddlers and their families will require not only Federal assistance but effective State and community coordination efforts. The act recognizes the family as the linchpin for determining and designing early intervention services. The legislation also reflects the need to stimulate comprehensive interagency service delivery systems to enhance the development of infants and toddlers with handicaps or who are at risk of becoming handicapped. This report highlights some of the innovative projects currently being carried out for our youngest children with special needs. The expansion of these activities in accord with the stipulations of P.L. 99-457 will most certainly be one of the major challenges of the coming decade.

A second critical challenge for the coming years will be meeting the needs of secondary students in special education who are leaving our schools. This report presents information about these students and their needs as they enter the world of work. In the coming decade, we will be looking to ensure that more students with handicaps stay in school until graduation and leave school with sufficient skills to live productive lives as contributing members of society.

This report contains data and descriptions related to the many activities that the Department has undertaken to provide appropriate education for all children with handicaps. We have demonstrated substantial progress toward that goal through the first decade since P.L. 94-142. We have also learned much. As we enter the second decade armed with new legislation and cognizant of new challenges, we feel certain that our progress will continue.

Madeleine Will
Assistant Secretary,
Office of Special Education
and Rehabilitative Services

Preface

Section 618(f)(1) of Part B of the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 *et seq.*) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the act. This is the tenth annual report that has been prepared to provide Congress with a continuing description of our nation's progress in providing a free appropriate public education for all children with handicaps.

The report is organized around the four purposes of the act as established by Section 601(c). These purposes are:

to assure that all handicapped children have available to them . . . a free appropriate public education . . . , to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.

Chapter I provides national statistics on numbers of children receiving special education and related services, numbers of children with handicaps receiving special education in various settings, and the numbers of school personnel available and needed to provide such services. These numbers are reported annually to the Office of Special Education Programs (OSEP) by the States. The child count information is for school year 1986-87, whereas the information on setting and personnel is for school year 1985-86.

Chapter II presents a discussion of circumstances under which students with handicaps exit from school, such as graduating, reaching maximum age, or dropping out. The chapter contrasts data for students with handicaps with data for nonhandicapped students. Data on the services students with handicaps are anticipated to need after leaving school are also presented.

Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps. Extensive information is provided regarding the activities of the various discretionary and entitlement programs with regard to young children. The chapter includes descriptions of projects funded for statewide planning, knowledge production, model development and replication, personnel development, and technical assistance.

Chapter IV responds to the mandate to provide the results of OSEP monitoring of the State administration of EHA. In addition, this chapter provides results of projects funded under the State/Federal Evaluation Studies Program. Descriptions of ongoing Congressionally-mandated studies are also included.

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Executive Summary

The *Tenth Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA), and its subsequent amendments. The purposes of the act, as stated in Section 601(c), are:

- 1) to assure that all children with handicaps have available to them a free appropriate public education;
- 2) to assure that the rights of children with handicaps and their parents are protected;
- 3) to assist States and localities to provide for the education of all children with handicaps; and
- 4) to assess and assure the effectiveness of efforts to educate children with handicaps.

This report provides a detailed description of the activities undertaken to implement the act and an assessment of the impact and effectiveness of its requirements. The following highlights provide brief summaries of the information presented in the body of the report.

STUDENTS RECEIVING A FREE APPROPRIATE PUBLIC EDUCATION

Chapter I presents national statistics which are reported annually to the Office of Special Education Programs by the States.

Number of Students Served

- During the 1986-87 school year, 4,421,601 children with handicaps between the ages of 0 and 21 were served under Chapter 1 Handicapped Programs of the Education and Consolidation Improvement Act--State Operated Programs (ECIA [SOP]) and Part B of EHA. This represented an increase of 1.2 percent over the number served in 1985-86.
- The most frequent handicapping conditions were learning disabled (43.6 percent), speech impaired (25.8 percent), mentally retarded (15.0 percent), and emotionally disturbed (8.7 percent). The greatest changes from the 1985-86 year

were in the categories of learning disabled (an increase of 53,760) and mentally retarded (a decrease of 21,653).

- Forty-eight percent of the handicapped children served under EHA-B were between the ages of 6 and 11 with 41 percent between the ages of 12 and 17.

Related Services Received

- Students received 4,630,368 related services in 1985-86, which was an average of 1.2 services per handicapped child in those States reporting.¹
- The most frequently used service was diagnostic services, which were received by 777,436 students. Deaf-blind students and orthopedically impaired students received the largest number of services per child--3.36 and 2.71, respectively.

Least Restrictive Environment

- During the 1985-86 school year, the majority of students with handicaps received special education and related services in settings with nonhandicapped peers. Over 26 percent received special education in regular classes. An additional 41 percent were served primarily in resource rooms, while over 24 percent were served in separate classes in regular education buildings.
- Significant variation in placement patterns existed across handicapping conditions. Students with learning disabilities or speech impairments were served primarily in regular classes or resource rooms (77 percent and 92 percent, respectively). Additionally, 56 percent of the mentally retarded students were placed in separate classes.

Personnel Employed and Needed

- States reported that 291,954 special education teachers were employed during 1985-86, an increase of approximately 6 percent over the previous year.

¹Eight States and three Insular Areas did not report data.

- An additional 27,474 teachers were needed to fill vacancies and replace uncertified staff. The greatest number of teachers were needed for the learning disabled, mentally retarded, emotionally disturbed, and speech or language impaired.
- The number of personnel employed other than special education teachers was 229,872, which represented an increase of .5 percent over 1984-85. Over half of these personnel were teacher aides.
- An additional 13,720 staff other than special education teachers were needed in 1985-86. In proportion to the number employed, occupational and physical therapists were the most needed personnel.

**STUDENTS WITH HANDICAPS IN TRANSITION:
THE EXITING BEHAVIOR OF SECONDARY
STUDENTS AND SERVICES ANTICIPATED TO
MEET THEIR NEEDS**

Chapter II presents data on the circumstances under which students with handicaps exit from secondary school, and on services anticipated to meet their needs.

- The majority of special education students (60 percent) graduate from high school with a diploma or certificate of completion. Students who are visually handicapped, hard of hearing, deaf, or orthopedically impaired are most likely to graduate with a diploma. Students who are deaf-blind, multihandicapped, or mentally retarded are most likely to graduate with a certificate of completion.
- An average of 312 students with handicaps drop out of high school each day. A total of 56,156 students with handicaps dropped out of high school during school year 1985-86.
- About 2 percent of the total exiting population of students with handicaps "age out" of the system by reaching the maximum age for which services are provided by individual States. Mandates for upper age limits vary by State.
- Approximately 524,000 separate services were anticipated to be needed for handicapped children and youth exiting in the system. The most frequently needed services were vocational training services (16 percent of all anticipated services), counseling/guidance (14 percent), and vocational placement services (14 percent).

ASSISTING STATES AND LOCAL AGENCIES IN EDUCATING ALL HANDICAPPED CHILDREN

Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps.

- Many States are targeting a portion of their EHA-B set-aside to meet the needs of preschool children with handicaps. ECIA (SOP) funds are used by States to provide early intervention services for children aged birth through 5.
- Funds earmarked for services to young children with handicaps were available to States through the old Preschool Incentive Grant Program and the new Preschool Grant Program. All States have elected to participate in the Preschool Grant Program and were awarded a basic grant of \$300 for each 3- through 5-year-old child receiving services on December 1, 1986. In addition, States received \$3,270 for each newly identified child.
- All States have elected to participate in the Part H program for infants and toddlers. State awards for FY 1987 ranged from approximately \$244,000 to \$5,735,000. Approximately one-third of the States have designated State educational agencies as lead agencies, while another third have selected the State department of health.
- Funds are available to States to initiate, improve, or expand special education and early intervention services for children below school age through the EHA discretionary programs. Funds have been provided through State Implementation Grants and the Early Childhood State Plan Grant Program. The Handicapped Children's Early Education Program (HCEEP) provides support for model development and replication. Research Institutes funded under HCEEP are designed to improve services by expanding the early childhood knowledge base. Projects for preservice and inservice personnel development and technical assistance have also been supported.

EFFORTS TO ASSESS AND ASSURE THE EFFECTIVENESS OF PROGRAMS EDUCATING HANDICAPPED CHILDREN

Chapter IV presents the results of Federal monitoring activities and discusses ongoing evaluation efforts.

Program Review

- To receive EHA-B State Grant program funds for FY 88, States had to comply with additional State Plan Requirements resulting from the enactment of the Education of the Handicapped Amendments of 1986. All States submitted State Plan amendments to fulfill the new legislative requirements addressing interagency agreements, personnel standards, nonsupplanting of funds, use of the State's 20 percent portion of its set-aside, and reduction of other assistance.
- The staggered State Plan Review schedule required 22 States to submit complete plans for FY 88-90. More than half of the State Plans reviewed required no changes or only minor--mostly technical--additions or corrections. Ten State Plans presented problem areas requiring more intensive scrutiny prior to approval. These areas included due process and procedural safeguards; right to education and definitions of handicapping conditions; IEP requirements; and privacy and confidentiality.
- Comprehensive compliance reviews of the 29 States visited in the last two years indicated that States are having the most difficulty in meeting requirements in the following areas: State Educational Agency (SEA) monitoring, SEA review and approval of local educational agency applications, least restrictive environment, complaint management, and general supervision of special education programs.

Program Evaluation

- Congressionally-mandated studies which are currently underway include a *Special Study on Special Populations*, a *Study of Programs of Instruction in Day and Residential Facilities*, a *Longitudinal Study of Secondary and Postsecondary Handicapped Students*, and a *Survey of Expenditures for Special Education and Related Services*.
- New studies recently undertaken under the State Agency/Federal Evaluation Program include: an investigation of the outcomes of transition planning; the impact of separate class and separate school secondary special education programs; outcomes of special education programs in terms of student benefits; the impact of special education in regular education settings; prereferral interventions for students experiencing learning problems in regular education; and normative and quality indicators that measure the effectiveness of special education.

Students Receiving a Free Appropriate Public Education

The first of the four purposes of Part B of the Education of the Handicapped Act (EHA-B) is to "assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs" (Sec. 601[c]). The Office of Special Education Programs (OSEP) uses multiple sources of information to determine the extent to which this purpose is being accomplished. One major source of information is the data on handicapped children and youth that States submit annually to OSEP.

This chapter presents the most recent data from States as well as historical data collected over the last 10 years. The chapter includes data on:

- the number of students served
- related services received
- least restrictive environment (placement), and
- personnel employed and needed.

In addition to information on students served under EHA-B, the chapter also includes data on handicapped children served through Chapter 1 of the Education Consolidation and Improvement Act--State Operated Programs (ECIA [SOP]). Chapter 1 of ECIA (SOP) provides support for handicapped children and youth in programs operated by State agencies. ECIA (SOP) provides assistance for children and youth from birth through age 20, while EHA-B provides assistance from age 3 through 21.

The data on number of students served, or the child count data, are based on the number of handicapped students served under EHA on December 1, 1986 and under ECIA (SOP) on October 1, 1986. Children can only be counted under one program. Both authorities count children using the same handicapped classifications. Whereas data on children served under EHA are available by age, data on children served under ECIA (SOP) are not.

Since school year 1976-77, States have reported the number of handicapped children receiving special education and related services under EHA by handicapping condition and age range. The EHA Amendments of 1983 changed the State reporting requirements with regard to age. Previously, the child count was reported by three age groups: 3 through 5, 6 through 17, and 18 through 21. The amendments split the middle group into 6 through 11 and 12 through 17. These data were first available for school year 1984-85 and were summarized in the 1986

annual report. Because of the extensive utility of the data on ages of handicapped children, OSEP began collecting data for individual age years (e.g., 3-year-olds, 4-year-olds, etc.) in school year 1985-86. These data were first presented in the 1987 annual report and the second year of data are presented in this report.

The other three types of data presented in this chapter are for school year 1985-86. The section of the chapter on related services describes the number and type of services children with handicaps were receiving under EHA-B and ECIA (SOP) on the count dates in 1985. These data are collected separately for each handicapping condition. As discussed below, concerns have been raised about the validity of the data on related services, and OSEP is currently exploring alternative data collection approaches that will be more reliable and less burdensome to the States.

One source of information on the implementation of the least restrictive environment requirement of EHA-B are the data on students' primary placement, e.g., resource rooms, self-contained classes. These data are important for describing the kinds of placements in which handicapped students are being served and for examining variation across States. The data collection procedures for the placement data were revised in 1984-85. Although the data are improved, they are no longer directly comparable with data collected in prior years.

The last section of the chapter summarizes the State data on number of personnel employed and needed in the delivery of special education services. Over the years, the personnel data have assisted OSEP in understanding the nature of personnel shortages in special education. These data continue to show a need for additional trained personnel to work with the nation's handicapped students.

OSEP has long recognized the importance of valid data on handicapped students and their services for planning and decision-making. To further improve the quality of the data collected, OSEP has undertaken a series of activities. In April of 1987, the first annual Conference on the Management of Federal/State Data Systems was convened. The purpose of the conference was to improve communication between OSEP and State Education Agency (SEA) staff; to provide greater opportunity for SEA staffs to learn about technological applications and strategies for improving data systems; to provide technical assistance to States in the areas of data management and improved data; and to furnish an arena for OSEP staff to explain the purposes of and procedures for new data requirements mandated by Congress. The conference resulted in an extremely fruitful exchange of information about how special education data are collected and used (U.S. Department of Education, 1987). In addition to the data conference, OSEP has commissioned a study to examine the impact of data collection procedures on the reliability, validity, and comparability of data on personnel needs. Studies on other types of State-reported data will be conducted in future years. OSEP has also increased the resources available for working with States on a one-on-one basis to improve the accuracy and comparability of State-reported data.

A. NUMBER OF STUDENTS SERVED

1. Total Number of Children

During the 1986-87 school year, 4,421,601 children with handicaps from birth to age 21 were served under Chapter 1 of ECIA (SOP) and EHA-B. Almost all (94.2 percent) of these children were served under EHA-B, with the remainder served under ECIA.

Table 1 presents the number of children served under each of the acts during the past 11 school years. The number of children served in 1986-87 represented an increase of 1.2 percent over the figure for 1985-86 and an increase of 19.2 percent over the figure reported in 1976-77. Figure 1 shows the total number of children counted under EHA and ECIA from 1976-77 to 1986-87. The number of handicapped children increased steadily in the early years, but had begun to level off over the last several years. The data for 1986-87 represent a change from the leveling trend--the percentage increase was the greatest since 1982-83. The source of this increase and some possible explanations will be discussed throughout this section as the data are presented by handicapping condition and age.

The longitudinal data on number of children served can be difficult to interpret because the size of the population between the ages of 3 and 21 has changed since the enactment of EHA.¹ Figure 1 also shows the number of children counted under EHA-B and ECIA (SOP) as a percentage of the population between 3 and 21. For 1986-87, the 4.4 million children served under EHA-B and ECIA (SOP) represented 6.47 percent of the population between 3 and 21 years of age. With the changes in the overall population of children in the last 10 years taken into account, the data on percentage of population served under the two laws show a more or less steady increase between 1977 and 1987.

Examining the data by State shows that the atypically large increase in the number of handicapped children for 1986-87 could not be attributed to just a few States. Only 12 States reported the same or fewer handicapped children than had been reported in 1985-86, while 17 States reported an increase of greater than 2 percent. Table 2 shows which States increased or decreased. (Actual percentage change for each State is shown in Appendix B, Table BA8). The States showing the greatest increase in actual number of children reported were California, with an increase of 12,329 (a 3.3 percent rise), and Florida, with an increase of 8,830 (a 5.1 percent increase).

¹All references to population data in this chapter are based on population estimates from the U.S. Bureau of the Census. Percentages for EHA are calculated by dividing the number of 3- to 21-year-old children counted under EHA by the number of children in the population. Percentages for both laws combined are calculated by dividing the number of children served by the number of 3- to 21-year-olds in the population.

TABLE 1

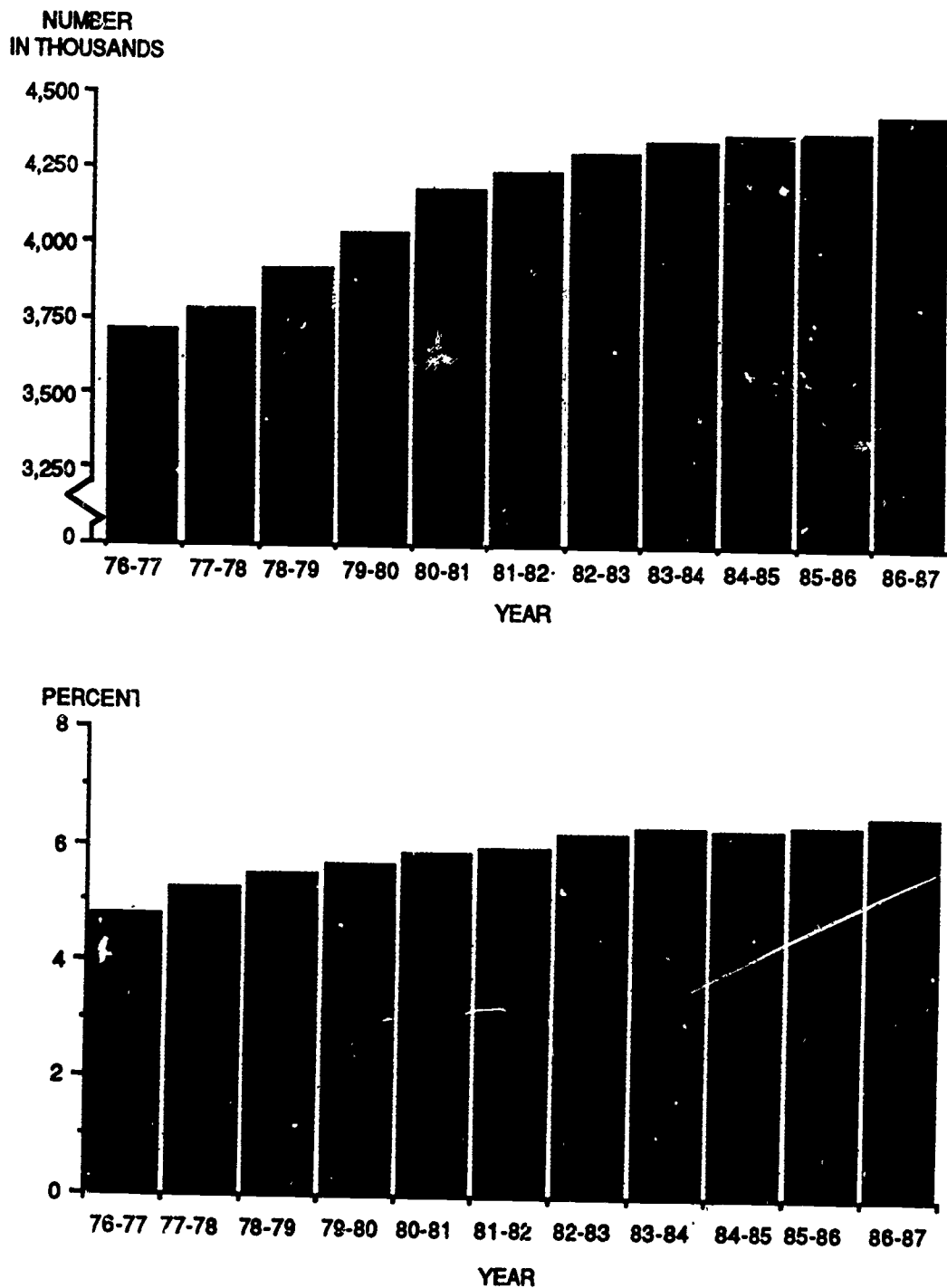
Number and Change in Number of Children Aged 3 to 21 Years
Counted Under Chapter 1 of ECIA (SOP) and EHA-B
from School Year 1976-77 to 1986-87

School Year	Percent Change in Total Number Served from Previous Year	Total Served	EHA-B	ECIA (SOP)
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85	0.5	4,362,968	4,113,312 ^{a/}	249,245
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

a/ Beginning in 1984-85, the number of handicapped children reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

FIGURE 1

**Number And Percent Of Children Served Under Chapter 1
And EHA-B, School Year 1976-77 To 1986-87**



NOTE: The figures represent children birth through 20 years old served under Chapter 1 of ECIA (SOP) and children 3 through 21 years old served under EHA-B. Percent of children is based on population counts for children 3 through 21 compiled by the U.S. Bureau of the Census.

TABLE 2

States Showing Increases or Decreases in Number of
Children Counted Under Chapter 1 of ECIA (SOP) and EHA-B

Percentage Change From 1985-86 to 1986-87				
-2.1 to -4.0	0 to -2.0	.1 to 2.0	2.1 to 4.0	More Than 4.0
Hawaii Idaho Louisiana Maine North Carolina	Connecticut Delaware Georgia Iowa Michigan Montana Nebraska	Alabama Arkansas District of Columbia Indiana Kentucky Maryland Massachusetts Minnesota Missouri New Hampshire New Jersey New Mexico New York Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina Tennessee Virginia Wisconsin	Alaska Arizona California Colorado Illinois Kansas Nevada North Dakota South Dakota Texas Utah Washington West Virginia Wyoming	Florida Mississippi Vermont

The States varied considerably in the proportion of the 3- through 21-year-old population they served under EHA-B and ECIA (SOP). The difference between the percentage served by each State and the national percentage of 6.47 is shown for each of the 50 States and D.C. in Figure 2. Hawaii, the District of Columbia, and Georgia served proportionately far fewer children than the national percentage. Massachusetts, Delaware, West Virginia, and New Jersey served far more.

2. Totals by Handicapping Condition

The number of children reported under EHA-B and ECIA for each handicapping condition is shown in Table 3. By far, the largest number of handicapped children were classified as learning disabled (43.6 percent), followed by speech impaired (25.8 percent). As shown in Figure 3, the four most frequent handicapping conditions (learning disabled, speech impaired, mentally retarded, and emotionally disturbed) accounted for the great majority of the children served under the two acts. Of the total population between the ages of 3 and 21, 2.83 percent were served as learning disabled under EHA-B and ECIA, 1.68 percent as speech impaired, .95 percent as mentally retarded, and .57 percent as emotionally impaired (see Appendix B, Tables BA1 to BA9).

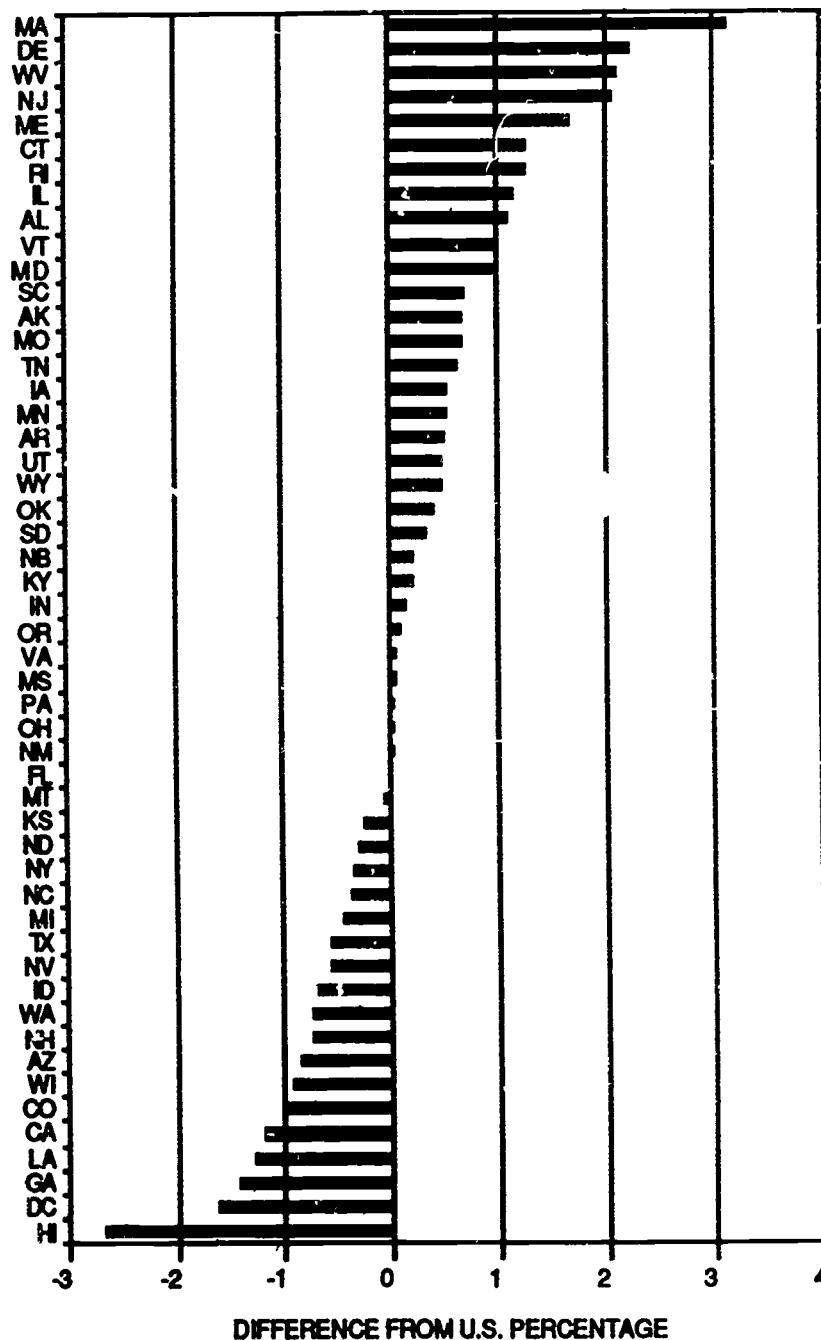
Comparing the data for 1986-87 to the previous year's data within each handicapping condition shows that the greatest changes in number of children occurred in the categories of learning disabled and mentally retarded (see Table 4). In 1986-87, 53,758 more children were classified as learning disabled, whereas 21,653 fewer children were classified as mentally retarded. While it is reasonable to suspect that large numbers of children previously labeled mentally retarded had been reclassified as learning disabled, that explanation is not substantiated when the data for the individual States are examined. Five States (New York, California, Florida, Maryland, and New Jersey) accounted for over 32,000 children, or 60 percent of the increase in the number of learning disabled children (see Appendix B, Tables BA1 to BA8). Similarly, five States (Wisconsin, New York, Alabama, Ohio, and New Jersey) and Puerto Rico accounted for nearly 17,000 or 77 percent of the decrease in number of students classified as mentally retarded. Only two States--New York and New Jersey--had a substantial increase in the number of learning disabled students and a substantial decrease in mentally retarded students. Between them, they had only 3,680 fewer mentally retarded students in 1986-87 than in the previous year. While some children may have been reclassified, the increase in the number of learning disabled children and the decrease in mentally retarded occurred for the most part in different places.

The other three categories that contributed to the overall increase in number of handicapped children in 1986-87 were speech or language impaired (+11,951 from 1985-86), multihandicapped (+9,715), and emotionally disturbed (+7,737). By far, the greatest year-to-year percentage increase was in multihandicapped, with an increase of 10.8 percent. Wisconsin and New Jersey reported nearly 20,000 more multihandicapped children than they had in 1985-86;

FIGURE 2

State-to-State Differences In Percentage Of Children Served Under Chapter 1 And EHA-B

STATE



NOTE: Number graphed for each state is the percentage of children served in the state minus the percentage for the U.S. (6.47). Percent of children is based on population counts for July 1986 compiled by the U.S. Bureau of the Census.

TABLE 3
Students Served Under Chapter 1 of ECIA (SOP) and EHA-B by
Handicapping Condition

Handicapping Condition	EHA-B		ECIA (SOP)		Total	
	Number	Per- cent ^{a/}	Number	Per- cent ^{a/}	Number	Per- cent ^{a/}
Learning Disabled	1,900,739	45.6	25,358	9.9	1,926,097	43.6
Speech or Language Impaired	1,114,410	26.7	26,012	10.2	1,140,422	25.8
Mentally Retarded	577,749	13.9	86,675	34.0	664,424	15.0
Emotionally Disturbed	341,294	8.2	43,386	17.0	384,680	8.7
Multihandicapped	75,730	1.8	23,686	9.3	99,416	2.2
Hard of Hearing and Deaf	45,060	1.1	21,701	8.5	66,761	1.5
Orthopedically Impaired	46,692	1.1	11,636	4.6	58,328	1.3
Other Health Impaired	44,966	1.1	7,692	3.0	52,658	1.2
Visually Handicapped	19,201	.46	7,848	3.1	27,049	.61
Deaf-Blind	851	.02	915	.36	1,766	.04
All Conditions	4,166,692	100	254,909	100	4,421,601	100

^{a/} Percents are within column.

FIGURE 3

**Children Served Under Chapter 1 And EHA-B By
Handicapping Condition, School Year 1986-87**

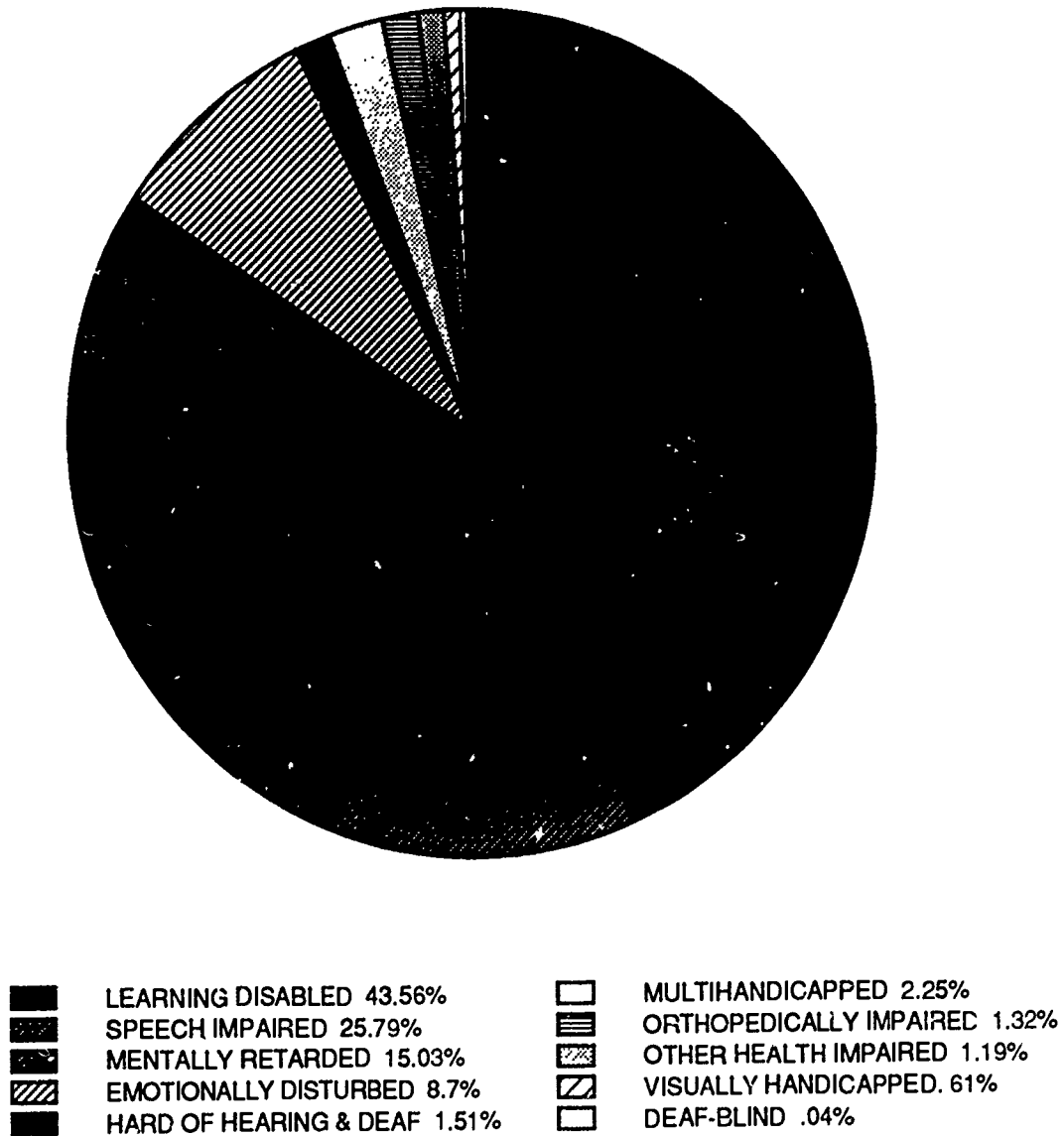


TABLE 4

**Change Between 1985-86 and 1986-87 in Number of Children
Counted Under Chapter 1 of ECIA (SOP) and FHA-B by
Handicapping Condition**

Handicapping Condition	Change From 1985-86 to 1986-87	
	Number	Percent
Learning Disabled	53,758	2.9
Speech Impaired	11,951	1.1
Mentally Retarded	-21,653	-3.2
Emotionally Disturbed	7,737	2.1
Multihandicapped	9,715	10.8
Hard of Hearing and Deaf	-1,652	-2.4
Orthopedically Impaired	-672	-1.1
Other Health Impaired	-5,484	-9.4
Visually Handicapped	-1,977	-6.8
Deaf-Blind	-366	-17.2
All Conditions	51,357	1.2

however, in both States, these children appear to be children who had previously been counted under other handicapping conditions.

The change over the last ten years in the number of children counted under the various handicapping classifications is illustrated in Figure 4. The number of children classified as learning disabled has risen consistently since 1977. The percentage increase from 1976-77 to 1986-87 for learning disabled was 141.6. The rate of increase was greatest between 1976-77 and 1982-83 when the average percentage increase was about 12 percent per annum. For 1983-84 and 1985-86, the increases were 1.5 and 1.8 percent, respectively. For 1986-87, the rate of increase rose to 2.9.

Singer and Butler (1987) give several reasons for the growth in the number of learning disabled children. These include the desire not to stigmatize children with other labels, the need created by court and legislative action to reclassify children previously labeled MR, and the desire to obtain supplemental services for children at a time when other sources of services, such as Title I and bilingual funding, are becoming less available. Pyecha et al. (1987) reported that higher standards instituted in the name of educational reform seemed to be exaggerating the tendency to refer difficult children to special education. They also found that teachers engaged in fewer supportive activities because they needed to achieve higher overall goals by year's end. In looking at identification practices, Pyecha et al. found that LEAs were tightening criteria for special education in an effort to reduce overidentification. Interestingly, the last year of their data collection was 1984-85, during which there was a leveling off in the percentage of students identified as handicapped. The reported consequence of tighter criteria, however, was that an increased number of students with learning problems were returned to the regular classroom. The increase in number of learning disabled students seen in 1986-87 could indicate that the criteria are being loosened again or that more students are meeting the more restrictive criteria.

The change over the 10 years in the other categories has been much less. After learning disabilities, the next largest increase was in the category of emotionally disturbed, with 35.9 percent more children. There were 62.8 percent fewer other health impaired children, 33 percent fewer orthopedically impaired children, and 31.5 percent fewer mentally retarded children reported in 1986-87 than in 1976-77. Most of the decrease in the number of orthopedically impaired children occurred prior to 1981 and was probably due in large part to the introduction of the "multihandicapped" category. The categories of other health impaired and multihandicapped have displayed the most unsystematic year-to-year pattern over the last 10 years.

B. AGES OF CHILDREN SERVED

The number of children served at each age is shown in Figure 5. Age data are only available for EHA because data on children served under ECIA are not collected by age. More 9-year-olds were served under EHA than any other age in 1986-87. The number of handicapped children counted declines substantially at

FIGURE 4

Children Served Under Chapter 1 And EHA-B By Handicapping Condition, School Years 1977-78 To 1986-87

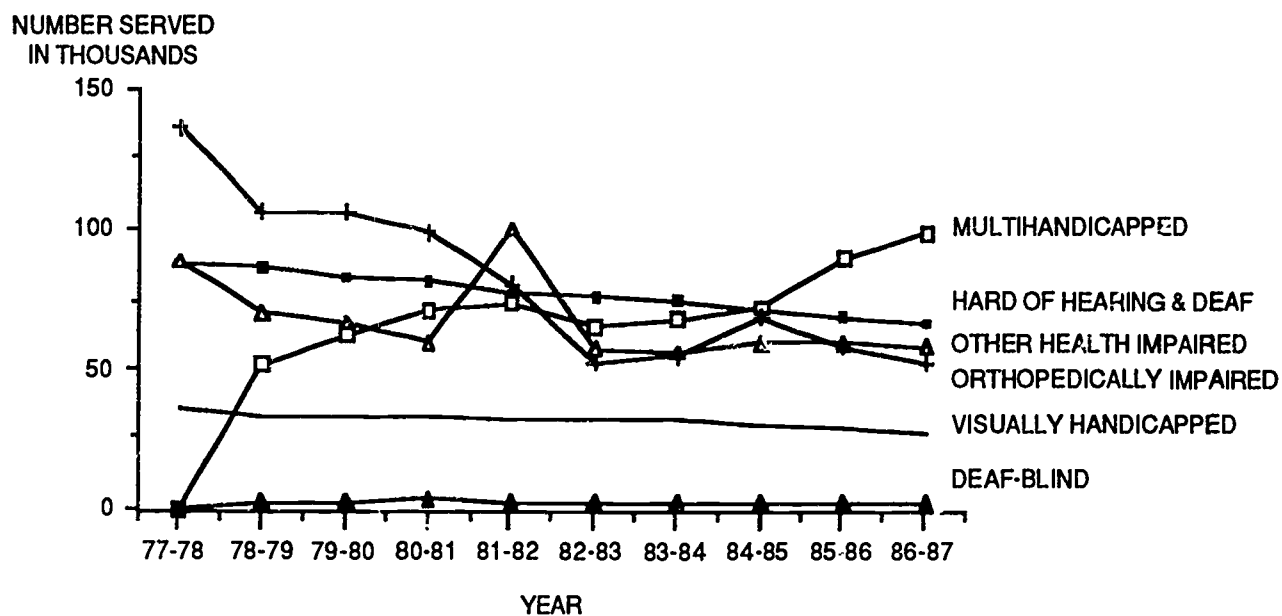
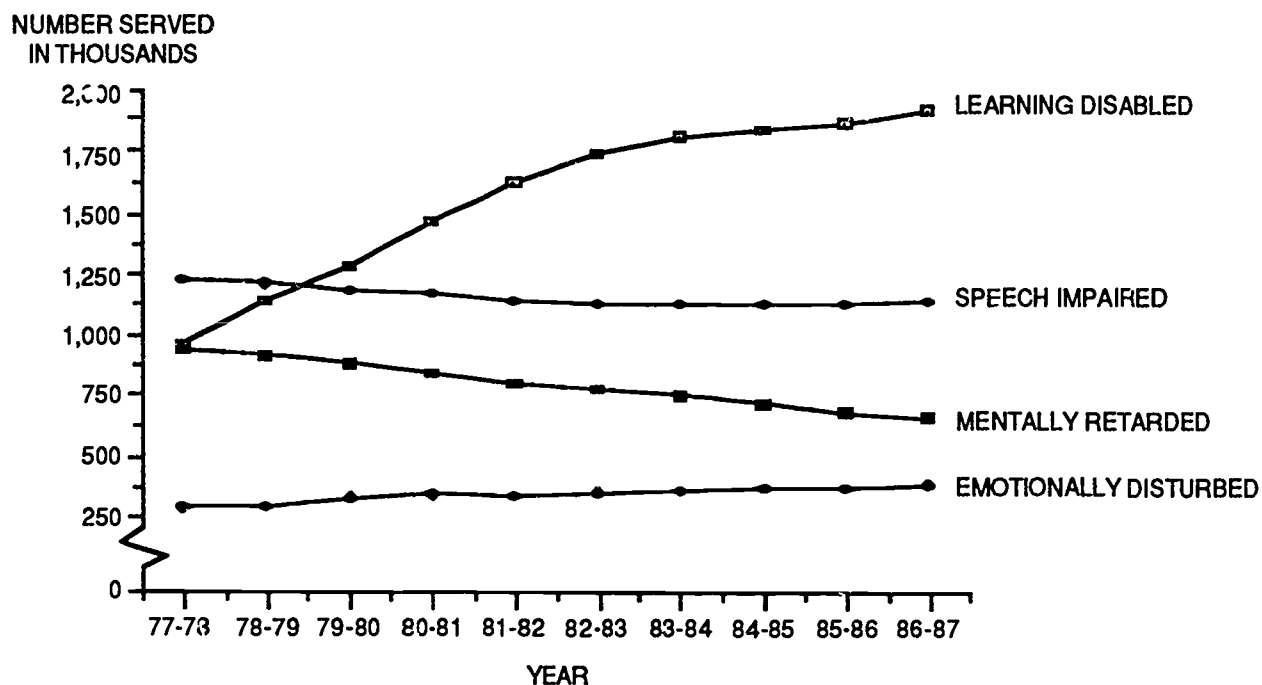
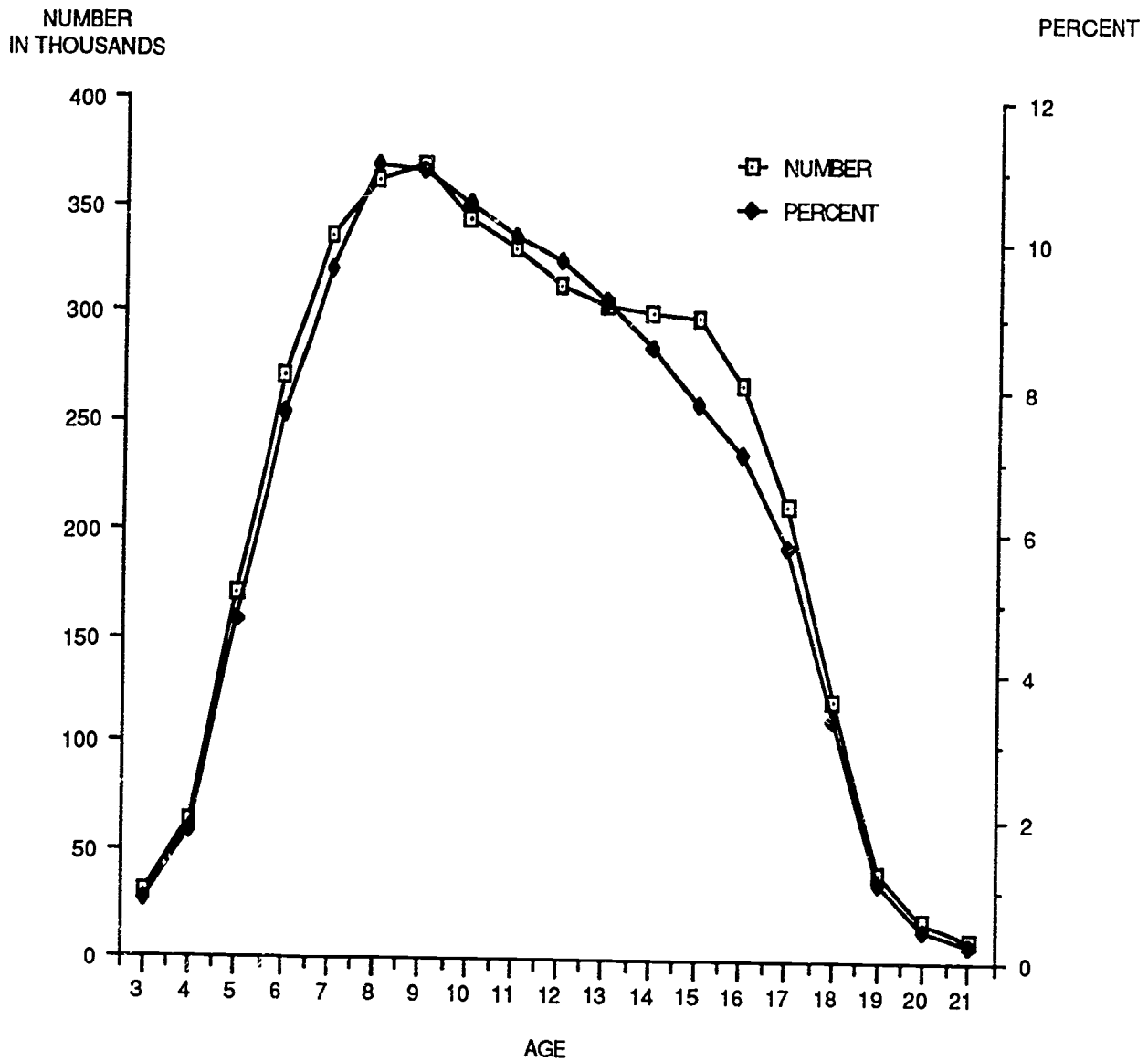


FIGURE 5

Number And Percentage Of Children Served Under EHA-B By Age Year, School Year 1986-87



NOTE: Percentage is based on population counts for July 1986 compiled by the U.S. Bureau of the Census.

age 16 and decreases rapidly for the older children.² One explanation for this decline is that many handicapped adolescents are no longer in school. The circumstances under which handicapped students exit from school are discussed in detail in the next chapter.

Because the number of children in the general population varies substantially between old and young children (e.g., in 1986 there were 400,000 more 5-year olds than 12-year-olds), examining the proportion of children with handicaps served at each age group provides a slightly different perspective. These data for discrete ages are also presented in Figure 5. Proportionately, more 8- and 9-year-olds (11 percent each) are served under EHA than any other age group. The increase is rapid prior to that point beginning with .9 percent of the 3-year-olds and 1.8 percent of the 4-year-olds. After age 9, the decrease in percentage served is slow and steady until age 16, when it decreases sharply. Of the 16-year-olds in the population, 7.1 percent were served as handicapped under EHA-B compared to only 3.4 percent of the 18-year-olds.

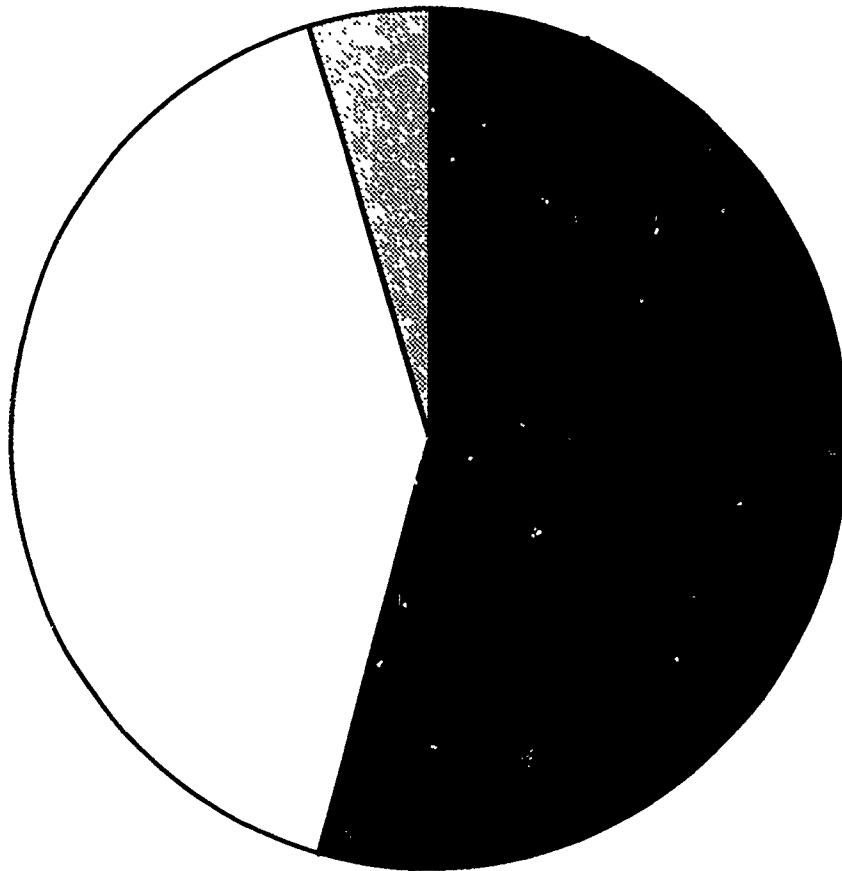
The handicapping conditions of children of different ages varied considerably. Figure 6 shows the percentage of handicapped children in each of the four major age groupings. The largest group (48 percent) of handicapped children in 1986-87 were between the ages of 6 and 11. Very small percentages were less than 6 or older than 17. Figure 7 shows the distribution of handicapping conditions within each of the major age groupings. For the youngest children, the 3- to 5-year-olds, the majority (69 percent) were classified as speech impaired. For the 6- to 11-year-olds, the two major groups were learning disabled (39 percent) and speech impaired (41 percent). For the 12- to 17-year-olds, the largest group (60 percent) was learning disabled. Finally, for the oldest group of students, mentally retarded students (35 percent) and learning disabled students (44 percent) were the two largest groups. Recall, however, that as shown in Figure 6, the actual number of children in the youngest and oldest groups was much less than in the two middle groups.

A longitudinal look at the data for handicapped children of different ages served under EHA shows that the numbers of children in all three age groups 3 through 5, 6 through 17, and 18 and beyond) have increased more or less consistently over the last 10 years. (See Figure 8.) Figure 9 presents these same data as a percentage of the population. Although the number of handicapped 3-to 5-year-olds receiving services has continued to grow, the population of three- to five-year-olds has grown at an equal and sometimes greater rate. Consequently, the change in the percentage of children served in this age group from year to year has been very small. In 1978-79, 2.35 percent of the 3- to 5-year-olds were served compared to 2.44 percent for 1986-87. These data will provide a good

²States vary with regard to providing services to children with handicapping conditions younger than 6 and older than 18. A chart showing the ages of youngest children served for each State is included in Chapter II. A similar chart for the oldest students is also contained in that chapter.

FIGURE 6

**Children Served Under EHA-B By Age Group,
School Year 1986-87**



3-5 YEARS OLD 6%
6-11 YEARS OLD 48%

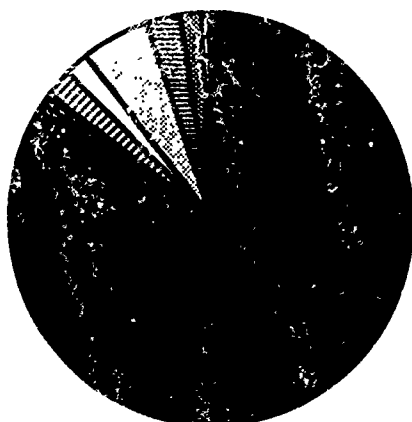


12-17 YEARS OLD 41%
18-21 YEARS OLD 5%

FIGURE 7

Children Served Under EHA-B By Age Group & Handicapping Condition, School Year 1986-87

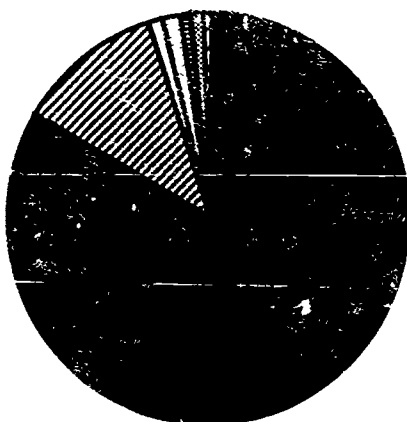
3-5 YEAR OLDS



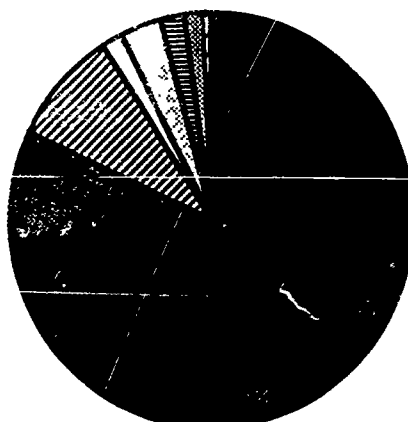
6-11 YEAR OLDS



12-17 YEAR OLDS



18-21 YEAR OLDS

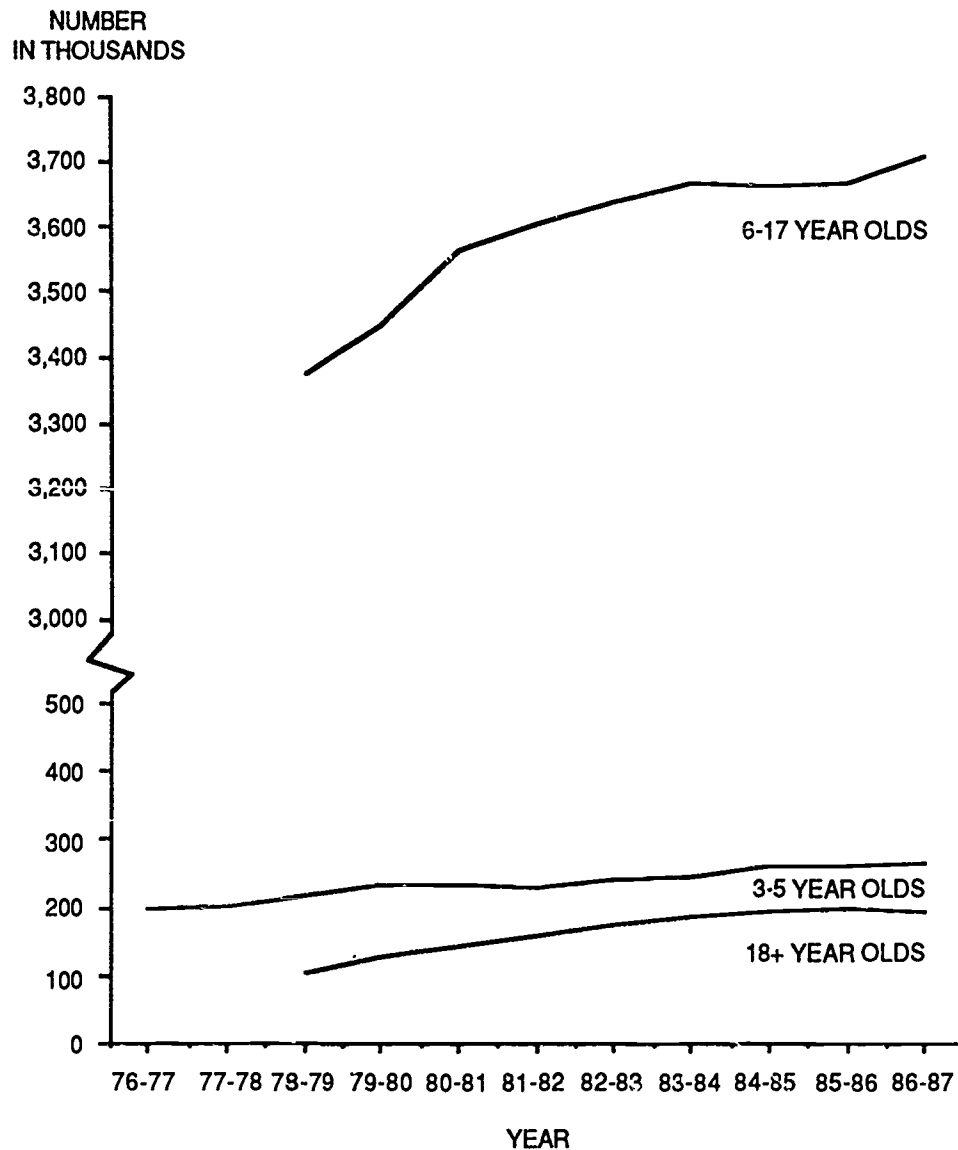


- LEARNING DISABLED
- SPEECH IMPAIRED
- MENTALLY RETARDED
- ▨ EMOTIONALLY DISTURBED
- HARD OF HEARING & DEAF

- MULTI HANDICAPPED
- ▨ ORTHOPEDICALLY IMPAIRED
- ▨ OTHER HEALTH IMPAIRED
- ▨ VISUALLY HANDICAPPED
- DEAF-BLIND

FIGURE 8

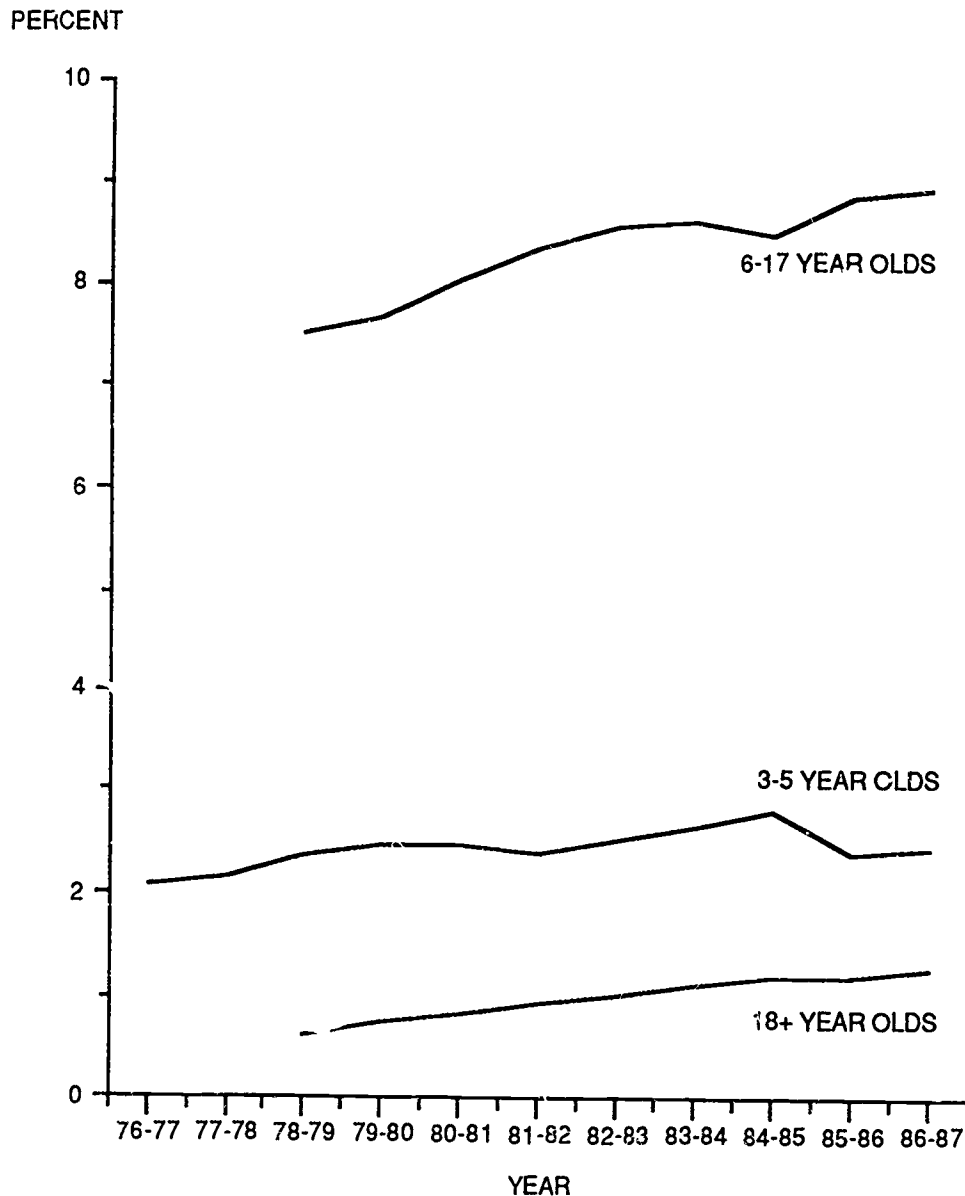
**Number Of Children Served Under EHA-B By Age Group,
School Years 1976-77 To 1986-87**



NOTE: Data are not available for children 6 and older prior to 1978-79.

FIGURE 9

**Percentage Of Children Served Under EHA-B By Age Group,
School Years 1976-77 To 1986-87**



NOTE: Data are not available for children 6 and older prior to 1978-79. Percentage is based on population counts compiled by the U.S. Bureau of the Census.

baseline against which to evaluate the impact of P.L. 99-457 as more States move to provide services for all handicapped children in this age group.

The percentage of 6- to 17-year-olds served has shown a nearly steady increase since 1978-79. (Data on students older than 6 were not collected by age until 1978-79.) The percentage served in 1978-79 was 7.51; by 1986-87, it was 8.93. The most frequent handicapping condition of the 6- to 17-year-olds is learning disabilities. The increase in the proportion of 6- to 17-year-old served reflects the sizable increase in the learning disabled population between 1976-77 and 1986-87.

The proportion of the population 18 years and over being served under EHA has grown steadily and substantially since 1976-77. The proportion of older students being served in the last 10 years has more than doubled. The proportion served was .6 percent in 1976-77 and 1.27 percent in 1986-87.

C. RELATED SERVICES RECEIVED

In accordance with EHA-B, "to assure that all handicapped children have available to them... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs" (Section 601(c)), States were asked to record the number of handicapped children 3 to 21 years old receiving related services during the 1985-86 school year. States were instructed to document each related service received by handicapped children based on the Child and Youth Counts of October 1 for children served by Chapter 1 of ECIA (SOP), and of December 1 for children served by EHA-B. Thus, these data are duplicated counts of children who often received more than one related service.

The Department of Education has found that States sometimes use differing definitions for related services in reporting these counts. For example, some States have counted children that received counseling by a psychologist under the counseling services category while other States reported these services as psychological services (U.S. Department of Education, 1987). The Department is concerned regarding the quality of data reported on related services as weighed against the States' efforts to collect it. The Department will be studying alternative methods to provide accurate data without placing a burden on the States. Given these concerns, the data should be regarded accordingly.

OMB did not approve the 1985-86 data form for related services and, therefore, not all States submitted data. For 1985-86, of the States for which data are available, the total number of related services provided was 4,630,368. This represents on average 1.21 services provided for each of the 3,812,955 children served under EHA-B and Chapter 1 of ECIA (SOP). Students with learning disabilities, the largest group, received the most related services, 1,558,447 services (approximately 34 percent of all services provided). (See Table 5.) For the remaining high-incidence conditions, the number of services received

TABLE 5

**Total Number of Related Services Received
by Students by Handicapping Condition
During School Year 1985-86**

Handicapping Condition	Total Number of Services Received
Learning Disabled	1,558,447
Speech or Language Impaired	490,264
Mentally Retarded	1,031,346
Emotionally Disturbed	578,319
Hard of Hearing and Deaf	141,460
Multihandicapped	177,493
Orthopedically Impaired	139,388
Other Health Impaired	52,403
Visually Handicapped	45,623
Deaf-Blind	<u>5,503</u>
All Conditions ^{a/}	4,630,368

a/ The total number of services for all conditions does not equal the sum of services by handicapping condition because it includes counts of services that were not categorized by handicapping condition.

were: mentally retarded, 1,031,340 services; emotionally disturbed, 578,319 services; and speech or language impaired, 490,264 services. The multihandicapped received 177,493 services. The number of related services dropped considerably for the remaining handicapping conditions. The hard of hearing and deaf received 141,460 services; and the orthopedically impaired received, 139,388. Both visually handicapped and other health impaired students received approximately 50,000 related services. The lowest number of services, 5,503, were provided to the deaf-blind.

Diagnostic services was the related service received by the largest number of children, a total of 777,436 pupils. (See Table 6.) Counseling services were received by 620,262 students, and transportation services by 569,673 students. Other services provided were psychological (557,119), school social work services (472,785), speech/language pathology (432,157), and school health services (419,237). Recreational, audiological, and other related services were received by approximately 200,000 students. In addition, 106,710 students received occupational therapy, and 87,888 students received physical therapy.

Table 7 shows the percentage of specific related services received per handicapping condition. The most frequently received service for learning disabled students was psychological services, which accounted for 17 percent of all services received by this group. For speech or language impaired students, diagnostic services were the most frequently received (24 percent). Transportation services comprised 17 percent and were the most frequently received service for the mentally retarded. The emotionally disturbed most often received psychological services (17 percent). The other most-received related services by handicapping condition were: audiological services for the hard of hearing and deaf (21 percent); transportation services and speech/language pathology (both at 15 percent) for the multihandicapped; and transportation services (18 percent) for the orthopedically impaired. For other health impaired students, the most-received service was diagnostic services (16 percent). Both the visually handicapped and deaf-blind students received transportation services most frequently (17 percent and 18 percent, respectively).

For most handicapping conditions, the number of services received by students was greater than the number of students served under Chapter 1 of ECIA (SOP) and EHA-B. (See Table 8.) The deaf-blind received the most services per pupil, with an average of 3.36 services, followed by the orthopedically impaired, who received an average of 2.71 services per pupil. For all conditions, students received an average of approximately 1.21 services. These figures support the contention that the severity of the handicapped student's condition determines the number of related services received.

Based on only those States that reported data for 1984-85 and 1985-86, students in 1984-85 received a combined total of 4,751,057 related services; however, in 1985-86, students received 4,628,046 related services. This decline may be attributed to the change in definition of transportation services. In 1984-85, a less restrictive definition of transportation services resulted in States

TABLE 6

**Total Number of Students Receiving Related Services
by Type of Service During School Year 1985-86**

Related Service	Total Number of Students Receiving Services
Psychological Services	557,119
School Social Work Services	472,785
Occupational Therapy	106,710
Speech/Language Pathology	432,157
Audiological Services	184,817
Recreational Services	215,435
Diagnostic Services	777,436
Physical Therapy	87,888
Transportation Services	569,673
School Health Services	419,237
Counseling Services	620,262
Other Related Services	<u>186,849</u>
All Related Services	4,630,368

TABLE 7
Number and Percent of Related Services Received by
Students for Each Handicapping Condition
During School Year 1985-86^{a/}

Handicapping Condition	Type of Related Services	Number	Percent
Learning Disabled	Psychological Services	262,236	17
	Diagnostic Services	227,181	15
	Speech/Language Pathology	212,871	14
	School Social Work Services	188,970	12
	Counseling Services	184,770	12
Speech or Language Impaired	Diagnostic Services	117,276	24
	School Health Services	72,187	15
	Counseling Services	67,030	14
	School Social Work Services	54,154	11
Mentally Retarded	Transportation Services	178,555	17
	Speech/Language Pathology	165,862	16
	Psychological Services	117,873	11
	School Health Services	101,890	10
Emotionally Disturbed	Psychological Services	100,119	17
	School Social Work Services	93,930	16
	Counseling Services	89,150	15
	Transportation Services	80,716	14
	Diagnostic Services	67,835	12
Hard of Hearing and Deaf	Audiological Services	30,274	21
	Speech/Language Pathology	25,364	18
	Transportation Services	21,113	15
Multihandicapped	Transportation Services	26,039	15
	Speech/Language Pathology	26,036	15
	Occupational Therapy	20,716	12
	Diagnostic Services	19,967	11
	Physical Therapy	17,151	10
Orthopedically Impaired	Transportation Services	24,717	18
	Physical Therapy	23,100	17
	Occupational Therapy	19,995	14

Table 7 (continued)

Handicapping Condition	Type of Related Services	Number	Percent
Other Health Impaired	Diagnostic Services	8,257	16
	School Health Services	6,319	12
	Transportation Services	5,741	11
	Counseling Services	5,735	10
	School Social Work Services	5,001	10
Visually Handicapped	Transportation Services	7,766	17
	Diagnostic Services	5,641	12
	Counseling Services	5,211	11
	Other Related Services	4,884	11
	Psychological Services	4,685	10
	School Health Services	4,374	10
Deaf-Blind	Transportation Services	967	18
	Speech/Language Pathology	591	11
	Other Related Services	571	10

a/ Only those services that constituted at least 10 percent of the total number of services received by that handicapping condition of students are included.

TABLE 8

Comparison of Number of Students Served Under Chapter 1 of
ECIA (SOP) and EHA-B and the Number of Related
Services Received by Handicapping Condition
During School Year 1985-86

	Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B ^{a/}	Number of Related Services Received	Services Per Child
Learning Disabled	1,610,966	1,558,447	.97
Speech or Language Impaired	1,022,555	490,264	.48
Mentally Retarded	621,604	1,031,346	1.66
Emotionally Disturbed	305,232	578,319	1.89
Hard of Hearing and Deaf	59,409	141,460	2.38
Multihandicapped	68,468	177,493	2.59
Orthopedically Impaired	51,470	139,388	2.71
Other Health Impaired	46,174	52,403	1.13
Visually Handicapped	25,437	45,623	1.79
Deaf-Blind	1,640	5,503	3.36
All Conditions ^{b/}	3,812,955	4,630,368	1.21

^{a/} The number of children served under Chapter 1 of ECIA (SOP) and EHA-B includes data for only those States that reported related services data for school year 1985-86.

^{b/} The number of services for all conditions does not equal the sum of services by handicapping condition because it includes counts of services reported by the States that were not categorized by handicapping condition.

reporting all handicapped students receiving transportation services. However, in 1985-86, States were to provide the count of students receiving specialized transportation only (i.e., transportation services designated in an IEP and that are not otherwise available to students without handicaps).

In comparison to the 1984-85 data, the 1985-86 data show a decrease in the number of services per student for the speech or language impaired (a decrease from .71 to .43 services) and for other health impaired students (from 1.50 services to 1.01 services per student). (See Table 9.) There was also a decrease in the number of related services per student for visually handicapped (from 1.68 services to 1.49 services). However, the most significant decrease was for the deaf-blind students, who received 8.81 services per student in 1984-85 and 2.76 services per student in 1985-86. Orthopedically impaired students received more services per student in 1985-86 compared to 1984-85, an increase from 1.79 to 2.23 services. Services per student were constant across the two years for the learning disabled and changed very little for the hard of hearing and deaf, the emotionally disturbed, the multihandicapped, and the mentally retarded.

D. LEAST RESTRICTIVE ENVIRONMENT

Section 618 of the Education of the Handicapped Act directs the Secretary of Education to obtain data, on at least an annual basis, on the number of handicapped children in each State by handicapping condition who are participating in regular educational programs, in separate classes, separate schools or facilities, or public or private residential facilities, or who have otherwise been removed from the regular educational environment. The data requirements on where students receive special education were changed in 1984-85. Previously, data were collected for children aged 3 through 5, 6 through 17, and 18 through 21 being served in four environments: regular classes, separate classes, separate schools, and other educational environments. Currently, data are collected on the number of children and youth aged 3 through 5, 6 through 11, 12 through 17, and 18 through 21 receiving special education and related services in the following environments:

- regular classes (receive special education and related services for less than 21 percent of the school day);
- resource rooms (for 60 percent or less and at least 21 percent of the school day);
- separate classes (for more than 60 percent of the school day);
- public separate school facilities;
- private separate school facilities;
- public residential facilities;

TABLE 9

Comparison of the Number of Related Services Received by Students Served Under Chapter 1 of ECIA (SOP) and EHA-B by Handicapping Condition During School Years 1984-85 and 1985-86

	Services Per Child	
	1984-85	1985-86
Learning Disabled	.87	.87
Speech or Language Impaired	.71	.43
Mentally Retarded	1.32	1.37
Emotionally Disturbed	1.55	1.63
Hard of Hearing and Deaf	2.12	2.03
Multihandicapped	2.69	2.72
Orthopedically Impaired	1.79	2.23
Other Health Impaired	1.50	1.01
Visually Handicapped	1.68	1.49
Deaf-Blind	8.81	2.76
All Conditions	1.03	1.07

* Only those States that reported for both school years 1984-85 and 1985-86 are included.

Data for both years does not include the number of students receiving transportation services; the reporting requirements for this service differed from 1984-85 and 1985-86. For 1985-86, states were to provide the count of students receiving specialized transportation only. In 1984-85, a less restrictive definition of transportation services resulted in states reporting all handicapped students receiving transportation services.

- private residential facilities;
- correction facilities; and
- homebound or hospital environments.

During the 1985-86 school year, the majority of handicapped children and youth received special education and related services in settings with nonhandicapped students. Over 26 percent received special education primarily in regular classes. An additional 41 percent received special education and related services primarily in resource rooms, while another 24 percent received special education and related services in separate classes within a regular education building. These three settings accounted for over 92 percent of handicapped placements; thus, most handicapped students were being educated in buildings with their nonhandicapped peers. The remaining handicapped children and youth were educated in public separate day school facilities (3.8 percent), private separate day school facilities (1.6 percent), public residential facilities (1.0 percent), private residential facilities (0.4 percent), correctional facilities (0.3 percent), and homebound/hospital environments (0.8 percent). (See Appendix B, Table EC1.)

Although the data show that the regular classroom and resource room are the primary settings in which States place their handicapped students, the extent to which these children are placed in such settings varies by handicapping condition. Table 10 shows that most learning disabled and speech or language impaired students were placed either in regular classes or resource rooms (77 percent and 92 percent, respectively). Only 3 percent of mentally retarded students were placed in regular classes, and 25 percent were placed in resource rooms. Nationally, 56 percent of mentally retarded students are served in separate classes. States also reported that only 9 percent of their emotionally disturbed students were placed in regular classes; approximately 34 percent of the emotionally disturbed students were placed in resource rooms and another 36 percent in separate classes. Hard of hearing and deaf students were primarily placed in four environments, which included separate classes (35 percent), resource rooms (21 percent), regular classes (19 percent), and public residential facilities (11 percent). States reported that multihandicapped students were primarily placed in separate classes (43 percent); an additional 19 percent were placed in public separate day facilities, and 15 percent were placed in resource rooms. Over 9 percent of the multihandicapped students were placed in private separate day facilities. Both orthopedically impaired and other health impaired students primarily received their education in separate classes, resource rooms, and regular classes. A fairly high percentage of students with these handicapping conditions are served in home/hospital environments (8 percent of orthopedically impaired and 18 percent of other health impaired). Visually handicapped students were placed in regular classes (32 percent), resource rooms (24 percent), and separate classes (19 percent); an additional 10 percent of visually handicapped students were placed in public residential facilities. Finally, deaf-blind students were placed in public residential facilities (28 percent), separate classes (23 percent), public separate day facilities (12 percent), and resource rooms (18 percent).

TABLE 10

PERCENT OF HANDICAPPED CHILDREN AND YOUTH SERVED IN NINE EDUCATIONAL
ENVIRONMENTS BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1985-1986

HANDICAPPING CONDITION	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE SCHOOL FACILITY	PRIVATE SEPARATE SCHOOL FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND/ ENVIRONMENT
LEARNING DISABLED	15.29	61.00	21.05	0.93	0.54	0.04	0.04	0.23	0.09
SPEECH OR LANGUAGE IMPAIRED	66.26	25.55	8.54	0.87	1.46	0.06	0.02	0.04	0.19
MENTALLY RETARDED	3.96	25.29	55.81	10.12	1.90	2.78	0.35	0.27	0.41
EMOTIONALLY DISTURBED	8.85	33.78	35.88	8.81	4.51	1.81	2.36	1.68	2.33
HARD OF HEARING AND DEAF	18.72	21.02	34.62	9.47	3.84	10.53	1.06	0.12	0.59
MULTIHANDICAPPED	4.06	15.25	43.23	19.26	9.26	2.96	2.04	0.33	3.58
ORTHOPEDICALLY IMPAIRED	25.62	16.14	32.03	13.06	4.12	0.61	0.44	0.09	7.90
OTHER HEALTH IMPAIRED	25.06	18.79	25.77	8.26	2.54	3.06	0.77	0.19	17.74
VISUALLY HANDICAPPED	31.48	24.00	19.44	10.32	2.05	10.27	0.95	0.11	1.37
DEAF-BLIND	6.55	17.66	23.30	11.99	3.11	27.56	4.41	0.04	1.36
ALL CONDITIONS	26.26	41.39	24.49	3.79	1.64	0.97	0.37	0.31	0.79

There were differences among age groups as to where handicapped children and youth received special education in the 1984-85 school year (see Table 11). Of preschoolers aged 3 to 5, States enrolled 36.8 percent of their children in regular classes; 23.5 and 22.5 percent of the children were enrolled in separate classes and resource rooms, respectively. Of elementary students aged 6 to 11, States enrolled 39.7 percent of their children in resource rooms and 35.4 percent in regular classes; an additional 20 percent were enrolled in separate classes. Of older children and youth aged 12 to 17 and 18 to 21, the States' primary placement location was resource rooms; 47.9 percent of students aged 12 to 17 and 34.9 percent of those 18 to 21 were placed in resource rooms. The second highest percent of older students were served in separate classes; 27.3 percent of 12- to 17-year-olds and 32.0 percent of those from 18 to 21 were receiving special education in separate classes. Finally, the regular classroom was the third most used environment for students aged 12 to 21; 17.0 percent of 12- to 17-year-olds and 11.4 percent of 18- to 21-year-olds were educated in regular classrooms in 1984-85. Thus older students were less likely to be placed in regular classrooms and more likely to be placed in resource rooms. Handicapped youth in the older group are more likely to be more severely handicapped, since moderately and mildly handicapped students are more likely to graduate. The proportions of youth reported being served in special classes and resource rooms are, therefore, not surprising.

In conclusion, changes in the LRE annual data forms have revealed placement trends that had never before been nationally documented. For example, 27 percent of the handicapped children receive services in regular classes and 42 percent are primarily served in resource rooms.

E. PERSONNEL EMPLOYED AND NEEDED

Delivery of special education services is contingent upon trained personnel qualified to provide the required services. Implementation of EHA-B is therefore directly dependent on the availability of personnel qualified in pertinent disciplines for the delivery of special education, as well as the availability of trained support staff for the delivery of support services essential for special education. Due to the importance of personnel in the delivery of special education services, this section reports on the numbers of special education personnel employed as well as the numbers of special education personnel needed during the school year 1985-86. Additionally, some of the data from 1985-86 will be compared with data collected during previous years.

The data for this report have been counted in the following manner. Special education personnel were reported in full-time equivalency (FTE) or fractions thereof according to teaching assignment. For example, if a teacher worked with children diagnosed as learning disabled in the mornings only, the teacher was counted as 50 percent FTE for the learning disabled. And, for this report and as in previous years, personnel were subdivided for counting as follows. First, the category of special education teachers included a) special education teachers and b) speech pathologists who were counted as teachers of speech or language

TABLE 11

**Number and Percent of all Handicapped Children and Youth
Served in Nine Educational Environments by Age Group
During School Year 1985-86**

Environment	3-5 Years		6-11 Years		12-17 Years		18-21 Years	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Regular Class	109,431	36.89	726,586	35.88	2,742,424	15.60	21,908	9.66
Resource Room	58,718	19.79	807,144	39.86	849,989	47.81	75,429	33.25
Separate Class	78,487	26.46	408,345	20.16	500,315	28.14	72,601	32.01
Public Separate School Facility	22,797	7.68	40,955	2.02	71,870	4.04	28,451	12.54
Private Separate School Facility	18,577	6.26	22,199	1.10	23,784	1.34	6,507	2.87
Public Residential Facility	3,659	1.23	9,532	0.47	18,018	1.01	10,673	4.71
Private Residential Facility	330	0.11	3,420	0.17	9,567	0.54	2,487	1.10
Correction Facility	38	0.01	197	0.01	7,948	0.45	5,073	2.24
Homebound/Hospital	4,614	1.56	6,813	0.34	18,952	1.07	3,709	1.64

Data as of October 1, 1987.

(REQUEST.SMACLIB:LRXXN01A)

impaired. Second, the category of personnel other than special education teachers included those in other professions providing services to handicapped children and youth ranging from teacher aides to counselors, therapists, and special education administrators. Also, support staff trained in the provision of support services necessary for the delivery of special education such as nurses, interpreters, bus drivers, etc. were counted in this category.

Additionally, counts for the categories of personnel employed and personnel needed were based upon the following. Personnel employed were counted in full-time equivalency of assignment for personnel employed as of December 1 of the 1985-86 school year. The need for personnel was counted in two ways. First, the unfilled vacancies that occurred during the 1985-86 school year were counted. Second, a count was made of additional personnel that were needed during the 1985-86 school year to fill positions occupied by persons who were not appropriately and adequately prepared or trained for the position held. These methods of counting and the general data collection procedures are essentially similar as those employed in previous years.

One new section having to do with personnel trained using grant funding from the Division of Personnel Preparation is added to this year's report and is presented in Appendix E.

Counts of special education personnel employed and needed for school year 1985-86 are reported by State for special education teachers according to handicapping condition served and are presented in Appendix B, Table BE1. Counts of personnel employed and needed for school year 1985-86 are reported by State for personnel other than special education teachers in Appendix B, Table BE2.

Counts of special education teachers employed by handicapping condition during the school years 1984-85 and 1985-86 are presented in Table 12.

States reported that the number of special education teachers employed increased approximately 6 percent from 1984-85 to 1985-86. For the 10 handicapping conditions served by special education teachers, seven categories increased in the number employed from 1984-85 to 1985-86 while three categories decreased. The number of teachers employed increased for teachers in the following handicapping categories: learning disabled, emotionally disturbed, speech or language impaired, hard of hearing and deaf, multihandicapped, orthopedically impaired, and visually impaired. The number of teachers employed decreased in the following categories: mentally retarded, other health impaired, and deaf-blind.

Counts of special education teachers employed and needed by handicapping condition are presented in Table 13. The 50 States and Insular Areas reported that 27,474 additional teachers were needed to fill vacancies and replace uncertified staff. States reported that for the 1985-86 school year the greatest need to fill positions, in terms of numbers, is for teachers of the learning disabled, mentally retarded, emotionally disturbed, and speech or language

TABLE 12

**Number of Special Education Teachers Employed by Handicapping
Condition During School Years 1984-85 and 1985-86^{a/}**

Handicapping Condition	1984-85	1985-86	Percent Change in Number Employed	Percent of Total Employed 1985-86
Learning Disabled	102,395	111,427	8.8	38.1
Mentally Retarded	61,832	61,411	-0.6	21.0
Emotionally Disturbed	32,027	32,774	2.3	11.2
Speech or Language Impaired	36,612	39,747	8.6	13.6
Hard of Hearing and Deaf	7,992	8,200	2.6	2.8
Multihandicapped	8,637	9,078	5.1	3.1
Orthopedically Impaired	4,240	4,681	10.4	1.6
Other Health Impaired	10,445	3,376	-67.7	1.2
Visually Impaired	2,995	3,261	8.8	1.1
Deaf-Blind	396	298	-24.7	0.1
Total Teachers^{b/}	274,519	291,954	6.4	93.8

a/ Personnel needed included:

- (1) Number of vacancies that occurred; and
- (2) Number of additional personnel needed to fill noncertified or nonlicensed staff.

b/ The number of total teachers for 1985-86 (291,954) does not equal the sum of teachers by handicapping condition (274,253) because the total includes counts of teachers not categorized by States by handicapping condition. Therefore, a total of 17,701 teachers were not categorized by States.

TABLE 13

Number of Special Education Teachers Employed and Needed by
Handicapping Condition During School Year 1985-86^{a/}

Handicapping Condition	Employed	Needed	Percent Needed as a Percent of Employed	Percent of Total Needed
Learning Disabled	111,427	10,785	9.7	39.3
Mentally Retarded	61,411	5,014	8.2	18.3
Emotionally Disturbed	32,774	4,701	14.3	17.1
Speech or Language Impaired	39,747	3,504	8.8	12.8
Hard of Hearing and Deaf	8,200	679	8.3	2.5
Multihandicapped	9,078	868	9.6	3.2
Orthopedically Impaired	4,681	446	9.5	1.6
Other Health Impaired	3,376	230	6.8	0.8
Visually Handicapped	3,261	342	10.5	1.3
Deaf-Blind	298	46	15.4	0.2
Total Teachers ^{b/}	291,954	27,474	9.4	97.7

a/ Personnel needed included:

- (1) Number of vacancies that occurred; and
- (2) Number of additional personnel needed to fill noncertified or nonlicensed staff.

b/ The number of total teachers does not equal the sum of teachers by handicapping condition because the total includes counts of teachers not categorized by States by handicapping condition. Percentages are based on data provided by handicapping condition; that is, the total number employed is 278,093 and the total number needed is 27,182. Since the number of special education teachers needed is 27,182 and the number needed by handicapping condition is 26,615, a total of 567 teachers are needed but not designated by States by handicapping condition.

impaired. This had also been true for the 1984-85 school year. These four categories accounted for 87 percent of all teachers needed. Approximately 10 percent of the teachers were needed for the categories of other health impaired, hard of hearing and deaf, multihandicapped, orthopedically impaired, visually handicapped and deaf-blind.

Counts of the total numbers of personnel other than special education teachers employed are presented in Table 14. The totals for numbers of personnel other than special education teachers employed increased from 226,021 during school year 1984-85 to 229,872 for 1985-86, an increase of approximately 2 percent. Thus, the total number of personnel other than special education teachers employed increased from 1984-85 to 1985-86, but just minimally. Considered individually, some categories of personnel increased while some decreased. Those categories of personnel which increased, in order of largest percentage of increase, were work-study coordinators, physical therapists, teacher aides, counselors, vocational education teachers, occupational therapists, supervisors/administrators, and physical education teachers. Those categories of personnel which decreased, in order of largest percentage of decrease, were recreational therapists, supervisors/administrators (SEA), school social workers, and other noninstructional staff. Those categories of personnel which did not change appreciably in terms of staff employed were psychologists and audiologists.

Table 15 presents counts of total numbers of personnel other than teachers employed and needed during 1985-86. The 50 States and Insular Areas indicated that an increase of 13,720 staff in all categories of personnel other than special education teachers was needed to fill vacancies and replace noncertified staff in 1984-85. As was the case for school year 1984-85, in proportion to the number of personnel employed, occupational therapists and physical therapists were the most needed personnel for school year 1985-86. However, for that same school year, audiologists were the third highest ranked personnel group needed. In 1984-85 supervisors/administrators (SEA) were the third highest ranked group in terms of personnel needed, but in 1985-86 they were the fourth ranked personnel group in terms of personnel needed. It should be noted that for the 1985-86 school year, recreational therapists were the single most needed group. However, this was the first year for such a finding and may be related to the decrease of the total number of recreational therapists employed in 1985-86 as compared to 1984-85.

TABLE 14

Number of Special Education Personnel Other Than Teachers
Employed During School Years 1984-85 and 1985-86^{a/}

Type of Personnel	1984-85	1985-86	Percent Change in Number Employed	Percent of Total Employed 1985-86
Teacher aides	112,330	122,504	9.0	54.2
Other non-instructional staff ^{b/}	39,593	31,164	-2.1	13.8
Psychologists	16,249	16,313	0.0	7.2
Supervisors/administrators	13,841	14,957	8.0	5.3
School social workers	8,027	7,833	-2.4	3.5
Diagnostic staff	6,790	8,624	2.7	3.8
Counselors	6,284	6,808	8.3	3.0
Vocational education teachers	5,339	5,782	8.3	2.5
Physical education teachers	3,377	5,931	7.6	2.6
Occupational therapists	2,886	3,120	8.1	1.4
Physical therapists	2,234	2,534	13.4	1.1
Work study coordinators	1,515	1,989	31.3	0.9
Audiologists	966	961	0.0	0.4
Supervisors/administrators (SEA) ^{c/}	925	829	-10.4	0.3
Recreational therapists	616	367	-40.4	0.2
Total ^{d/}	226,021	229,872	1.7	100.2

a/ Personnel needed included:

- (1) Number of vacancies that occurred; and
- (2) Number of additional personnel needed to fill noncertified or nonlicensed staff.

b/ Includes staff involved in health services (nurses, psychiatrists, etc.), food service, maintenance, pupil transportation, etc.

c/ The number of all staff for 1985-86 (229,872) does not equal the sum of personnel other than teachers by type of personnel (227,916) because the number of staff included counts of personnel that were not reported by type of personnel. This difference was 1,956.

TABLE 15

Number of Special Education Personnel Other Than Teachers
Employed and Needed During School Years 1985-86^{a/}

Type of Personnel	Employed	Needed	Percent Needed of Employed	Percent of Total Needed
Teacher aides	122,504	6,939	5.7	50.6
Other non-instructional staff ^{b/}	31,164	1,325	4.3	9.7
Psychologists	16,313	997	6.1	7.3
Supervisors/administrators	12,043	691	5.7	5.0
School social workers	7,833	542	6.9	3.9
Diagnostic staff	8,624	745	8.6	5.4
Counselors	6,808	262	3.8	1.9
Vocational education teachers	5,782	362	6.3	2.6
Physical education teachers	5,931	322	5.4	2.3
Occupational therapists	3,120	506	16.2	3.6
Physical therapists	2,534	454	17.9	3.3
Work study coordinators	1,989	193	9.7	1.4
Audiologists	961	145	15.0	1.0
Supervisors/administrators (SEA) ^{c/}	829	86	10.4	0.6
Recreational therapists	367	143	38.9	1.0
Total	229,872	13,720	6.0	99.6

a/ Personnel needed included:

(1) Number of vacancies that occurred; and

(2) Number of additional personnel needed to fill noncertified or nonlicensed staff.

b/ Includes staff involved in health services (nurses, psychiatrists, etc.), food service, maintenance, pupil transportation, etc.

c/ The number of all staff does not equal the sum of personnel other than teachers by type of personnel because the number of staff included counts of personnel that were not reported by type of personnel. Percentage needed of employed for all staff is only based on data provided by personnel type; that is, the total number employed is 226,898 and the total number needed is 13,742. The difference between total number needed (13,720) and the number needed by type of personnel (13,712) is 8.

Students With Handicaps in Transition: The Exiting Behavior of Secondary Students and Services Anticipated To Meet Their Needs

Section 618(b)(3) of the EHA amendments of 1983 and 1986 requires that the Secretary of Education obtain data on the number of handicapped children and youth exiting the educational system through program completion or other means, by disability category and age, as well as obtain data on anticipated services for the following year. As a result of this mandate, OSEP began collecting data from States on the number of youth with handicaps who exited from school in the 1984-85 school year, plus data on the services students exiting the educational system would need in the following year.

After more than a decade of services to handicapped students through the Education of the Handicapped Act, we will examine in this chapter how students leave the special education system--whether they graduate with a diploma or certificate, reach the maximum age and "age out," or drop out--and what services are anticipated for them as they make the transition from school to work. While the majority of special education students graduate with a diploma, a considerable number drop out of school before receiving a diploma or certificate. In the last few years, national attention has begun to focus on the identification of factors associated with dropping out, and the provision of services to prevent dropping out or to encourage reentry into the educational system. We will document for both the general and the handicapped population factors associated with dropping out, some of the consequences, and, for the handicapped population, anticipated services which have been identified to meet this challenge.

A. YOUTH WITH HANDICAPPING CONDITIONS EXITING FROM SCHOOL

The problem of dropping out--leaving school before high school graduation--is common to both the handicapped as well as the nonhandicapped student population in the United States, with individual and societal costs to the population at large. To address this issue, and to obtain an understanding of the size and nature of the graduating population, as well as that segment of the school population that remains in school up to the maximum age for obtaining services, the Office of Special Education Programs began collecting data on the exiting behavior of youth with handicapping conditions two years ago. Data were first collected for the 1984-85 school year. The data describe the number of

handicapped youth who received special education and related services during the previous school year but who are no longer receiving special or general educational services. States reported these data according to the exiting student's handicapping condition, age beginning at 16 years, and type of exit: graduation with diploma, graduation through certification, reached the maximum age for which services are provided in the State, dropped out, or other (death, or no longer receiving special education services but reason for exit unknown).

1. Number and Percent of Youth With Handicaps Who Exited

A total of 213,623 handicapped youth between the ages of 16 and 21 were reported by States to have exited from school during the 1985-86 school year (see Table 16 and Appendix B, Tables BF1 and BF2).

As seen in Table 16, the largest group of handicapped students graduated with diplomas. This group represented less than half of the exiting students, at 43 percent of the population. Seventeen percent of exiting handicapped students received a certificate of completion upon graduation. Thus, for every five students graduating with a diploma, two graduated with a certificate of completion. Taken together, handicapped students who graduated with a diploma or a certificate represented approximately 50 percent of the exiting population.

When graduation and certificate of completion data are examined for variations by age (Table 16) and handicapping conditions (Table 17), the greatest numbers of special education students graduate with diplomas at ages 18 and 19, and receive certificates of completion at ages 20 and 21. Approximately 60 percent of all visually handicapped students graduate with a diploma, as do 56 percent of those who are hard of hearing and/or deaf, and 54 percent of the orthopedically impaired population. Approximately half of all learning disabled students graduate with a diploma. Students from every handicapping condition except the deaf-blind and multihandicapped populations are more likely to receive diplomas than certificates upon graduation. More certificates of completion are provided to mentally retarded and learning disabled youth than youth in other handicapping conditions, but deaf-blind and multihandicapped students are most likely to receive certificates as a measure of graduate status (see Table 17).

In a national study on State graduation policies in special education programs, 17 of 31 States (55 percent) reported that State policy requires different exit documents for special education students who do not meet regular graduation requirements (Bodner, Mellard, Clark, 1987). Fourteen States (45 percent) reported that State policy requires that one exit document, the regular diploma, be awarded to all students, whether they meet regular or alternate requirements. In about 60 percent of these States, the decision for the type of exit document provided was determined by local--not State--policy.

TABLE 1C

U.S. and Insular Areas
Number and Percent of Students with Handicaps Exiting
the Educational System by Age, and Basis of Exit

During the 1985-86 School Year

Age Group	All Conditions Reason For Exit											
	Graduated With Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Reasons For Exit		All Reasons For Exit	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3-15	--	--	--	--	--	--	9,302	15.37	51,230	84.63	60,532	100.00
16	833	3.58	803	3.45	111	0.48	13,309	57.21	8,209	35.28	23,265	100.00
17	14,458	35.84	4,128	10.23	120	0.30	14,580	36.14	7,060	17.50	40,346	100.00
18	41,645	56.81	11,905	16.24	203	0.28	14,412	19.66	5,135	7.01	73,300	100.00
19	21,832	56.70	7,492	19.46	177	0.46	6,740	17.50	2,263	5.88	38,504	100.00
20	5,651	41.90	3,482	25.82	430	3.19	2,894	21.46	1,031	7.64	13,488	100.00
21	6,502	26.30	9,061	36.65	4,141	16.75	4,221	17.08	795	3.22	24,720	100.00
16-21	90,921	42.56	36,871	17.26	5,182	2.43	56,156	26.29	24,493	11.47	213,623	100.00

Data as of October 1, 1987

Produced by ED/SEP Data Analysis System (DANS), November 4, 1987.
(T1X14)

TABLE 17

U.S. and Insular Areas
Number and Percent of Students with Handicaps 16-21 Years Old Exiting
the Educational System by Basis of Exit

During the 1985-86 School Year

Handicapping Condition	Reason For Exit											
	Graduated With Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Reasons For Exit		All Reasons For Exit	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Mentally Retarded	18,447	34.43	15,136	28.25	3,018	5.63	12,858	24.00	4,122	7.69	53,581	100.00
Speech Impaired	5,032	37.43	3,399	25.28	103	0.77	2,381	17.71	2,530	18.82	13,445	100.00
Visually Handicapped	865	59.74	174	12.02	48	3.31	180	12.43	181	12.50	1,448	100.00
Emotionally Disturbed	9,691	33.45	2,534	8.75	657	2.27	11,803	40.74	4,283	14.79	28,968	100.00
Orthopedically Impaired	1,426	53.87	492	18.59	104	3.93	384	14.51	241	9.10	2,647	100.00
Other Health Impaired	1,094	35.88	456	14.96	132	4.33	541	30.86	426	13.97	3,049	100.00
Learning Disabled	51,628	49.66	13,150	12.65	590	0.57	26,644	25.63	11,955	11.50	103,967	100.00
Deaf-Blind	32	17.68	70	38.67	57	31.49	13	7.18	9	4.97	181	100.00
Multihandicapped	640	24.30	749	28.44	399	15.15	466	17.69	380	14.43	2,634	100.00
Hard of Hearing and Deaf	2,066	55.79	711	19.20	74	2.00	486	13.12	366	9.88	3,703	100.00
All Conditions	90,921	42.56	36,871	17.26	5,182	2.43	56,155	26.29	24,493	11.47	213,623	100.00

Data as of October 1, 1987

Produced by ED/SEP Data Analysis System (DANS), November 4, 1987.
(T1X1986)

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Of the 17 States that differentiate exit documents, nine States (53 percent) award a special education or modified diploma to special education students who do not meet the requirements for a regular diploma. Another eight States (47 percent) award a certificate of some type to students who do not meet the requirements for a regular diploma. In each of these 17 States, every one reported that a regular diploma is available to special education students who meet regular education graduation requirements.

The type of graduation document provided to special education students can also be determined in part by States' requirements for tests to assess competency. In a sample of 30 States, 23 require a test. Of the 23 States, an overwhelming majority (21 States) report that the test is required for graduation. In at least some of these States, it is assumed that graduation will not be denied based on performance; only 15 States, or 50 percent of the States in the survey, use the test score to determine the type of exit document awarded to special education students. Eighty-two percent of the States report that special provisions for the administration of the test are provided to special education students. Among the sample of 30 States, 19 give the test individually or in small groups, 18 States extend the time needed to complete the test, 11 provide separate test directions, 4 administer the test at the student's instructional reading level, and in 14 States a special education teacher administers the test (Bodner, Mellard, Clark, 1987).

While it is clear that at least in some States competency testing can affect the kind of exiting documentation a handicapped student will receive, it is not clear whether this kind of testing has an effect on aging out or dropping out. Researchers have speculated that competency testing and increased academic graduation requirements may affect on the population of handicapped students who remain in school until they "age out" without officially graduating, or those who select to drop out before completing requirements for graduation; however, to date, no national-level studies have shown a correlation between an increased dropout rate and the implementation of competency testing or increased academic graduation requirements.

OSEP data for the 1985-86 school year show that 5,182 handicapped students left school because they had reached the maximum age for which special education services are provided. This number of students represented about 2 percent of the total exiting population, and includes students aged 17 to 25. When data on students who have "aged out" of the system are examined by age, the statistics are fairly predictable. Most students who are going to "age out" do so during their 20th or 21st year. Mentally retarded students are most likely of all handicapped students to leave school because they have reached the maximum age; seriously emotionally disturbed students and learning disabled students also have a substantial population that "ages out" before completing high school.

Upper age limits for service eligibility vary by the State providing the services (see Figure 10) (NASDSE, 1987).

FIGURE 10

State Mandates for Upper Age Limit for Service Eligibility

Children with handicaps are eligible for special education and related services through the ages listed below.*

Through Age 17 (up to age 18)

Indiana
Nevada

Through Age 18 (up to age 19)

Montana

Through Age 19 (up to age 20)

Hawaii
Maine

Through Age 20 (up to age 21)

Alabama	Arkansas
Colorado	Delaware
Idaho	Iowa
Kansas	Kentucky
Louisiana	Maryland
Minnesota	Mississippi
Missouri	Nebraska
New Hampshire	North Carolina
North Dakota	Oregon
Rhode Island	South Carolina
South Dakota	Wisconsin
Wyoming	

Through Age 21 (up to age 22)

Alaska	Arizona
California	Connecticut
District of Columbia	Georgia
Illinois	Massachusetts
New Jersey	New Mexico
New York	Ohio
Oklahoma	Pennsylvania
Tennessee	Texas
Utah	Virginia
Washington	

Figure 10 (continued)

Through Age 22 (up to age 23)

West Virginia

Through Age 23 and 24

None

Through Age 25 (up to age 26)

Michigan

Other

Florida: Children are eligible for 13 years of schooling beginning in kindergarten.

* Notes:

1. In most States, eligibility for special education and related services terminates upon graduation or program completion as defined in State policy (e.g., fulfillment of IEP goals and objectives, or receipt of special diploma or certificate of completion). If student does not graduate or complete the program, eligibility continues through the age indicated.
2. In most States, students who are still in program when they reach the upper age limit remain eligible to receive special education and related services through the end of that school term or year.
3. In most States whose upper age mandate is lower than the Federal mandate (through the age of 21), the continuation of services beyond the age mandated by the State is permissive, using Federal and local funds.

Source: National Association of State Directors of Special Education (NASDSE) 1987.

In most States, if handicapped students complete their prescribed program by graduating, receiving a certificate of completion, or otherwise meeting State established criteria for program completion, eligibility for special education terminates, even if the student has not reached the maximum age. Additionally, in some States services to handicapped students may extend beyond the mandated age if districts also serve nonhandicapped students to a later age.

Twenty-three States provide services for handicapped students through the age of 20; 19 States provide services through the age of 21.

B. STUDENTS WITH HANDICAPS WHO ARE DROPOUTS

1. Number and Percent of Youth with Handicaps Who Drop Out

OSEP data for the 1985-86 school year show that 56,156 handicapped students aged 16 through 21 dropped out of high school before completing their education, at an average of 312 students a day. This number represents about 26 percent of the total exiting population of handicapped students. The figure reflects an estimate of those who were actually known to have dropped out and does not include youth who simply stopped coming to school or whose status was unknown. It can be assumed that a substantial proportion of the "Other" category includes students who are no longer in school and have neither graduated nor reached the maximum age. Therefore, the dropout figure probably exceeds 26 percent. When compared to statistics from the previous year, the dropout rate for handicapped students appears to have increased by 5 percent. Since exiting data have been collected for only two years, however, caution should be exercised in their interpretation.

Age data for handicapped students who drop out of high school show that 75 percent of the handicapped students are dropping out between the ages of 16 and 18, at a rate of a quarter of the population per year. The remaining 25 percent drop out between the ages of 19 and 21 (see Table 18). Members of the learning disabled population are more inclined to drop out of school than those from other disability groups; 26,644 LD students dropped out of school during the 1985-86 school year. Taken together, the number of emotionally disturbed and mentally retarded students who drop out approximately equals the number of LD students who drop out.

The data collected by the Office of Special Education Programs is currently the only national data describing special education student dropout behavior. However, several State and local dropout studies have been conducted and their results are reported below.

In 1987, a study was conducted on the incidence of and reasons for dropping out of special education in California (Jay and Padilla, 1987). A 6.6 percent dropout rate was reported for special education students served in districts in 1987. However, the dropout rate for a single age cohort over a 3-year period

TABLE 18

U.S. and Insular Areas
 Number and Percent of Handicapped Students 16-21 Years
 Old Who Dropped Out During the 1985-86 School Year

By Handicapping Condition

	Number	Percent
Mentally Retarded	12,858	23.0
Speech Impaired	2,381	4.0
Visually Handicapped	180	0.3
Emotionally Disturbed	11,803	21.0
Orthopedically Impaired	384	0.7
Other Health Impaired	941	2.0
Learning Disabled	26,644	47.0
Deaf-Blind	13	0.02
Multihandicapped	466	0.8
Hard of Hearing and Deaf	486	0.9
All Conditions	56,156	--
Percent of Handicapped Students Who Failed From School by Dropping Out		26.0

By Age

Age Group	Number	Percent
3 - 15	2,302	
16	13,309	24.0
17	15,580	26.0
18	14,912	26.0
19	5,740	12.0
20	2,854	5.0
21	6,271	8.0
16 -21	56,156	

Data as of October 1, 1987. Produced by Ed/SEP Data Analysis System (DANS).

during high school (from 10th to 12th grade) is probably closer to 20 percent. While the majority of districts within the State reported an annual dropout rate for special education students that was lower than or equal to the statewide dropout rate of 6.6 percent, a few districts had annual dropout rates of 20 percent or higher. Higher rates were generally found in large districts and in urban and suburban districts. This finding is probably attributable to the fact that large districts, which have the highest dropout rates, also tend to be urban or suburban districts, and is consistent with findings by Cobb and Crump, 1984; Fardig et al., 1985; Hasazi et al., 1985; and Zigmond and Thornton, 1985.

Interestingly, dropout rates for the national population of handicapped and nonhandicapped students are higher than those reported for the handicapped population in California. This could be explained by the fact that in some districts of California, potential special education dropouts are referred to alternative education programs or continuation schools that do not have classes specifically designed for special education students. And, when the students drop out of such programs, they are not included in special education statistics. Additionally, in some districts potential special education dropouts are assigned to homebound status rather than being counted as dropouts. Further, some districts do not count special education students who leave school after the age of 18 as dropouts, even when they do not graduate.

Other State and local studies report higher dropout rates than those reported by the California study. Varying definitions, age ranges, and time periods and methods for data collection account, to some extent, for the variations among these studies. In a middle class, suburban school district in the midwest, it is reported that 26 percent of the learning disabled youth drop out of school before completing their education (White, Schumaker, Warner, Alley, and Deshler, 1980). Among several school districts in Florida, the reported dropout rate among handicapped youth is 31 percent (Fardig, et al., 1985). In Vermont, 34 percent of the mildly handicapped public school youth are not completing a high school education (Hasazi, Gordon, and Roe, 1985). In a northeastern, urban school district with 30 percent dropout rate among nonhandicapped youth, over 50 percent of the learning disabled and educable mentally retarded youth who were ninth graders in 1978-79 did not graduate from high school (Zigmond and Thornton, 1985). In the Seattle special education program for the 1985-86 school year, approximately 50 percent of the graduating class had dropped out before completion of high school (Edgar, 1987). Among a sample of New Hampshire special education students, those identified as having an emotional handicap drop out at a rate of 57 percent. Students coded as learning disabled left at a rate of 40 percent. Among all students with handicaps the rate was reported at 40 percent (Lichtenstein, 1987). These numbers can be compared with those reported by the States to OSEP (see Table 18).

The variation among dropout rates reported could be attributable to the nature of the special education population studied (entire special education population vs. one handicapping condition), geographic location of the study, size

of the population, urbanicity, and severity level of the population studied, among other factors.

2. Dropout Data on the General School-Aged Population

When dropout data are examined for the general public school-aged population (nonhandicapped youth and selected primarily mildly handicapped youth), rates range from a low of 14 percent (reported by the U.S. Center for Education Statistics) to a high of 18 percent (U.S. Department of Labor), with U.S. Bureau of the Census estimates around 16 percent (see Table 19). Varying definitions among the three studies, age ranges covered by the data, time periods and methods for data collection, and methods used to calculate the dropout rate, make comparisons of these three data bases, as well as certainty regarding "true" national dropout rates difficult.

The U.S. Department of Education "Wall Chart" estimates, also derived from State-reported graduation rates (ratios of the number of public high school graduates in a given year to ninth grade enrollment four years earlier), provide much higher dropout rates (see Table 20). The average graduation rate for the nation in 1985 was 70.6 percent, which implies a dropout rate of 29.4 percent. These rates are inconsistent with the U.S. Center for Education Statistics (CES), U.S. Bureau of the Census, and U.S. Department of Labor data, a discrepancy that may reflect, in part, conceptual differences between attrition estimates based on nongraduation rates and those based on surveys of individuals. The former are influenced by interstate migration of students (Census estimates that in over 60 percent of the States 10 percent or more of the children 5 to 14 have come from out-of-State in the last 5 years) and delayed graduations (CES estimates up to 40 percent of dropouts return to school within 4 years [Barro and Kolstad, 1987]), and take no account of General Educational Development (GED) completions (Kirsch and Jungeblut [1986] found that almost 50 percent of the students who did not complete the 12th grade had studied for the GED, with 40 percent of those receiving it).

When high school completion rates are reviewed over time, the Census' Current Population Survey shows a slight decrease in the noncompletion rate from 26.6 in 1974 percent to 25.4 percent in 1985. The noncompletion rate peaks in 1982 at 28 percent. The Center for Education Statistics' data shows an *increase* in the noncompletion rate from 24.3 percent in 1974 to 25.9 percent in 1984, with the noncompletion rate peaking in 1980 at 28.1 percent. Although the Bureau of the Census and the Center for Education Statistics employ different methods for calculating high school graduation rates, when the rates are closely examined they are quite similar (see Table 21). In general, a little less than three-fourths of all 18- and 19-year-olds have completed high school, and high school completion rates have improved somewhat after 1982.

TABLE 19

High School and Beyond Dropout Rates Compared
With Dropout Rate Estimates Based
on Other Data Sources

Race/ Ethnicity and Sex	HSB 1980 Sophomores in 1982	Dropout Rates (Percent)					
		NLS-YLME 1979, by Age			Census CPS, 1981, by Age		
		16-17 Years	18-19 Years	14-21 Years	16-17 Years	18-19 Years	14-34 Years
All Groups	13.6	9	18	11	7.8	16.0	13.9
Male	14.6	--	--	--	8.0	17.7	13.0
Female	12.6	--	--	--	7.6	14.4	14.8
White	12.2	8	16	10	7.8	15.5	13.0
Male	13.0	8	17	10	8.1	17.9	12.4
Female	11.5	9	14	9	7.5	13.2	13.6
Black	16.8	10	24	15	8.0	19.3	21.2
Male	20.1	12	25	17	7.2	18.9	19.3
Female	13.8	8	22	14	8.7	19.7	22.6
Hispanic	18.7	17	36	23	--	--	--
Male	18.8	18	32	22	--	--	--
Female	18.6	17	39	24	--	--	--

Sources: HS&B data extracted from Table 3.1; NLS-YLME (National Longitudinal Survey of Youth Labor Market Experience) estimates from Rumberger (1987); Census CPS (Current Population Survey) estimates from *Current Population Reports*, Series P-20, No. 373, as reported in Grant and Snyder (1987).

TABLE 20

Graduation Rates: The Department of Education Wall Chart

State	Graduation Rate Adjusted for Migration and Unclassified Students				President's Challenge: ^{a/}
	1985 Number (Rank)		1982 Number (Rank)		Gains Needed to Meet Goal of 90% by 1990
Alabama	63.0	(44)	63.4	(44)	27.0
Alaska	67.1	(38)	64.3	(41)	22.9
Arizona	64.5	(40)	63.4	(44)	25.5
Arkansas	75.7	(21)	73.4	(23)	14.3
California	65.8	(39)	60.1	(50)	24.2
Colorado	72.2	(30)	70.9	(29)	17.8
Connecticut	80.4	(10)	70.6	(31)	9.6
Delaware	69.9	(35)	68.2	(34)	20.1
District of Columbia	54.8	(50)	52.8	(51)	35.2
Florida	61.2	(49)	60.2	(49)	28.8
Georgia	62.6	(46)	65.0	(39)	27.4
Hawaii	73.8	(26)	74.9	(18)	16.2
Idaho	76.7	(15)	74.4	(20)	13.3
Illinois	74.0	(25)	76.1	(14)	16.0
Indiana	76.4	(16)	71.7	(27)	13.6
Iowa	86.5	(3)	84.1	(2)	3.5
Kansas	81.4	(9)	80.7	(7)	8.6
Kentucky	68.2	(36)	65.9	(38)	21.8
Louisiana	54.7	(51)	61.5	(47)	35.3
Maine	78.6	(11)	70.1	(32)	11.4
Maryland	77.7	(12)	74.8	(19)	12.3
Massachusetts	76.3	(17)	76.4	(13)	13.7
Michigan	71.9	(31)	71.6	(28)	18.1
Minnesota	90.6	(1)	88.2	(1)	MET
Mississippi	61.8	(48)	61.3	(48)	28.2
Missouri	76.1	(18)	74.2	(21)	13.9
Montana	82.9	(8)	78.7	(9)	7.1
Nebraska	86.9	(2)	81.9	(6)	3.1
Nevada	63.9	(42)	64.8	(40)	26.1
New Hampshire	75.2	(22)	77.0	(11)	14.8
New Jersey	77.3	(13)	76.5	(12)	12.7
New Mexico	71.9	(31)	69.4	(33)	18.1

Table 20 (continued)

State	Graduation Rate Adjusted for Migration and Unclassified Students				President's Challenge: ^{a/}
	1985 Number (Rank)		1982 Number (Rank)		Gains Needed to Meet Goal of 90% by 1990
New York	62.7	(45)	63.4	(44)	27.3
North Carolina	70.3	(34)	67.1	(36)	19.7
North Dakota	86.1	(4)	83.9	(3)	3.9
Ohio	76.1	(18)	77.5	(10)	13.9
Oklahoma	71.1	(33)	70.8	(30)	18.9
Oregon	72.7	(29)	72.4	(25)	17.3
Pennsylvania	77.2	(17)	76.0	(16)	12.8
Rhode Island	67.6	(37)	72.7	(24)	22.4
South Carolina	62.4	(47)	63.8	(42)	27.6
South Dakota	85.1	(5)	82.7	(5)	4.9
Tennessee	64.1	(41)	67.8	(35)	25.9
Texas	63.2	(43)	63.6	(43)	26.8
Utah	75.9	(20)	75.0	(17)	14.1
Vermont	83.4	(7)	79.6	(8)	6.6
Virginia	73.7	(27)	73.8	(22)	16.3
Washington	74.9	(23)	76.1	(14)	15.1
West Virginia	72.8	(28)	66.3	(37)	17.2
Wisconsin	84.0	(6)	83.1	(4)	6.0
Wyoming	74.3	(24)	72.4	(25)	15.7
U.S. Average	70.6		69.7		19.4

^{a/} President Reagan has challenged the States to reach a 90 percent graduation rate by 1990.

Source: The Department of Education Wall Chart, *State Education Statistics*, U.S. Department of Education, February 1987.

Note: Graduation rates are for public schools only. The adjusted graduation rate was calculated by dividing the number of public high school graduates by the public ninth grade enrollment four years earlier. Ninth grade enrollments include a prorated portion of the secondary school students who were unclassified by grade. Graduation rates were also corrected for interstate population migration.

TABLE 21

High School Completion and Noncompletion Rates: 1974-85

Year	Percent Completing High School		Percent Noncompletion Rates	
	Bureau of the Census ^{1/}	Center for Statistics ^{2/}	Bureau of the Census	Center for Statistics
1974	73.4	75.7	26.6	24.3
1975	73.7	74.7	26.3	25.3
1976	73.1	75.1	26.9	24.9
1977	72.9	74.7	27.1	25.3
1978	73.5	73.7	26.5	26.3
1979	72.8	72.6	27.2	27.9
1980	73.7	71.9	26.3	28.1
1981	72.5	72.1	27.5	27.9
1982	72.0	72.8	28.0	27.2
1983	72.7	73.9	27.3	26.1
1984	73.3	74.1	26.7	25.9
1985	74.6	--	25.4	--

-- Not available.

^{1/} Proportion of 18- and 19-year-olds who have completed high school.

^{2/} Public high school graduates as a proportion of public school 9th graders three school years earlier.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, *School Enrollment-Social and Economic Characteristics of Students: October* (various years) and Current Population Survey, October 1985, special tabulations. U.S. Department of Education, National Center for Education Statistics, *The Condition of Education* (various years) and *Digest of Education Statistics* (various years).

3. Renewed Interest in Dropouts

In consideration of the high school completion tables, if the short-term trend of the dropout rate shows some improvement and the rates over the last ten years appear relatively steady, why is there a renewed interest in high school dropouts?

In the last 5 years, Section 618 of the EHA has been amended twice to require evaluation data on the exiting behavior of special education students; Section 626 of the EHA has been amended to require a strengthening and coordination of special education and related services for handicapped youth who recently left school to assist them in the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, or adult services. Additionally, studies may be conducted that provide information on the numbers, age levels, type of handicapping conditions, and reasons why handicapped youth drop out of school. The Secondary and Transition Program in OSEP will, in FY 88, fund model demonstration projects established to retain potential dropouts and/or return to school those who have already dropped out. President Reagan has offered a challenge to the States to reduce the dropout or attrition rate to 10 percent by 1990.

At the State level, the Council of Chief State School Officers have drafted model legislation to ensure that all public school students not only graduate from high school but are prepared for working in a highly competitive world economy (Council of Chief State School Officers, 1987). This resurgence of interest in the dropout phenomenon has come, many believe, as a result of several factors. First, while the rates over time have been relatively steady, some subgroups of the general dropout population have shown significant increases in dropping out, such as the white male population. Second, with national increases in minority populations which have always had higher dropout rates than whites, overall dropout rates are expected to increase (Rumberger, 1987). The black population is expected to increase from 12 percent of the U.S. population in 1980 to 15 percent in 2080; the Hispanic population, the fastest growing minority group in the U.S., is anticipated to increase from 6.5 percent in 1980 to 23.4 percent in 2080 (Bouvier and Davis, 1982).

Third, as part of the educational reform movement, academic course requirements have been increased for high school graduation. Students who already experience difficulty with school may be more inclined to drop out given increased demands if certification options with lower standards are not available (McDill, Natriello and Pallas, 1985). Finally, there is speculation that the educational requirements of work will increase in the future to meet the needs of changing technologies, thereby placing dropouts in a more disadvantaged position in the job market than they currently experience (National Commission on Excellence in Education, 1983).

4. Factors Associated With Dropping Out

In a California study, special education directors were asked to indicate the characteristics of handicapped students who drop out, by handicapping condition (see Table 22) (Jay and Padilla, 1987). Districts that had learning handicapped dropouts were most likely to indicate that these students had poor academic performance (85 percent) and poor social adjustment (71 percent). From 48 percent to 67 percent felt that learning handicap dropouts were characterized by frequent absenteeism (67 percent), little parental support (67 percent), low participation in extracurricular activities (62 percent), low socioeconomic status (50 percent), and alcohol or drug problems (48 percent). Districts that had speech impaired dropouts, communicatively handicapped dropouts, and severely handicapped dropouts were most likely to believe that these youth had poor social adjustment (60, 67, and 76 percent, respectively). By contrast, districts that had physically handicapped dropouts were most likely to say that these students were characterized by frequent absenteeism due to health or other reasons (66 percent).

In the same study, students who lived in urban or suburban districts that were large had a greater possibility of dropping out than those who lived in small, rural districts (Jay and Padilla, 1987).

Grade repetition at the middle or high school level has a devastating effect on LD students' ability to stay in school, according to one study by de Bettencourt, Zigmond, and Thornton (1987). Almost 50 percent of the LD students in a rural school district repeated a grade during their school history, with two out of every three of these students leaving school before graduation. In fact, every student (LD or not) who repeated ninth grade left school before graduation. Absence and tardiness in eighth grade were also powerful predictors of dropping out of school (Zigmond, 1987).

Edgar (1987) reports that in a 1985-86 cohort of Seattle special education students, mildly handicapped students with more than one release from school have less than a 5 percent chance of reaching graduation. Additionally, dropouts tend to be transferred to different school settings during the school year more often than do graduates. Thirty-five percent of the dropout population were transferred two or more times as opposed to 15 percent for the graduating population; 62 percent of the graduates were never transferred. Special education students at highest risk of not completing their high school programs are black students who are behaviorally disordered and learning disabled and who have previously been released from school at least once and are behind in earning graduation credits.

Research conducted in New Hampshire shows that students who are mildly handicapped and capable of being mainstreamed are at the greatest risk of dropping out, especially those identified as learning disabled, mentally retarded, emotionally handicapped, hearing, speech, and health impaired (Lichtenstein, 1987). Additional support and monitoring may need to be provided to students with mild disabilities in a mainstreamed environment as a deterrent to dropping out.

TABLE 22

Percentage of Districts^{a/} That Said That Various Characteristics
Mainly Describe Secondary Special Education Dropouts in Various
Disability Groups

	Learning Handicapped	Speech Impaired	Communica- tively Handicapped	Physically Handicapped	Severely Handicapped
Poor academic performance	85 ^{b/}	32	72	27	44
Poor social adjustment	71	60	76	26	76
Alcohol or drug problems	48	16	27	7	30
Frequent absenteeism (due to health or other reasons)	67	16	31	66	58
Low participation in extracurricular Activities	62	48	54	53	51
Low socioeconomic status	50	19	19	13	20
Non-English speaking	6	11	7	0	9
Little parental support	67	32	30	14	26
Number of responding districts	(135)	(25)	(29)	(15)	(34)

a/ Each column includes districts that said they had dropouts with that disability.

b/ Eighty-five percent of districts that had learning handicapped dropouts said that these students are mainly characterized by poor academic performance.

Source: E. Deborah Jay and Christine L. Padilla, *Special Education Dropouts*, SRI International, Menlo Park, California, 1987.

Further identification of dropout-prone students early in their school careers so that positive interventions may be initiated before students reach high school (Novak and Dougherty, 1979; Weber, 1986) and provision of specialized guidance and counseling services before students enter high school and continually throughout their high school careers is recommended (Weber, 1986).

5. Consequences of Dropping Out

Concern for dropouts is predicated on a belief that leaving high school before graduation is bad for the individual and for society (Rumberger, 1987). And while some studies show that not all dropouts are behind in school or have substandard test scores (Fine, 1986), and that some at least have an equal or greater sense of self-esteem and control than high school graduates (Wehlage & Rutter, 1986), most evidence supports the understanding that dropping out has negative personal and social consequences.

The major consequences of dropping out of school for handicapped students include poor employment potential, fewer opportunities for further education, and lower earnings for those employed.

In one of the more recent surveys of special education students, in which a 1985-86 cohort of graduates from Seattle's special education program was interviewed, 27 percent of the dropouts were employed as opposed to 65 percent of the 1985-86 graduates (Edgar and Levine, 1987). A Vermont study of transitioning special education students reports highest earnings for those that graduated (28 percent obtained more than \$5.00 per hour); only 11 percent of the dropouts received comparable pay (Hasazi, Gordon, Roe, 1985). In further analysis of this data, it was found that the manner of exit from school was significantly related to employment: for identifiably disabled students, the presence or absence of a diploma may be less important to the prospective employer than direct evidence that the student has the skills to do the job (Gordon, 1987), but for the mildly handicapped student, the manner of leaving school directly affects employment and earnings.

In a study conducted by de Bettencourt, Zigmond, and Thornton (1985) on rural LD dropouts, rural employment rates for dropouts exceeded those reported for urban dropouts. These researchers speculate that a number of factors were operating to produce the differences: the rural LD students, in comparison to the urban LD students studied by Zigmond and Thornton in 1985, were identified as LD at an earlier age and had higher WISC-R scores and mathematics and reading achievement scores than the urban students. And, finally, the population was more white and more female than their urban counterparts.

While much of the data on the social consequences of dropping out for the general population of high school aged students is outdated, social and economic data on the handicapped dropout population simply do not exist. Studies on forgone income and lost government revenues, increased demands for social

services, increased crime, and reduced constructive social and political participation are unavailable. However, since the rate of dropping out among handicapped students exceeds that for the nonhandicapped population by at least 10 percent, it can be assumed that the personal, social, and economic costs exceed those known for the general school-aged population.

Data on the general school-aged population who are dropouts illustrate that the reduced skills of a dropout affect the ability to obtain employment or to obtain further education to remain competitive in the job market. According to a recent U.S. General Accounting Office report, 14 percent of male dropouts and about one-half of female dropouts aged 16 to 24 were not participants in the labor force (neither employed nor looking for work) in 1985. Among high school graduates not enrolled in college, 6 percent of males and 20 percent of females were not in the labor force in 1985 (GAO, 1986). Even those dropouts who are able to secure year-round, full-time employment still earn from 12 percent to 18 percent less than workers who complete high school (Rumberger, 1987). Census data reveal that the difference in expected lifetime earnings from ages 18 to 64 between a male high school graduate and a male high school dropout in 1979 was more than \$250,000 (U.S. Department of Commerce, 1983). McDill, Natriello, and Pallas (1985) conclude that about one-half of the difference in lifetime earnings between noncompleters and graduates is due to differences between them in ability and other factors, and about one-half is due to dropping out. Comparisons between noncompleters and high school graduates not pursuing college do not reflect the substantial economic returns that many high school graduates obtain from continuing their education in college (Pallas, 1986). One study contends that those with fewer than 12 years of schooling comprise a large part of the long-term unemployed (Feldstein and Ellwood, 1982).

The forgone income of dropouts affects on revenues to society. In a study dating back to 1972, Levin estimated that for males aged 25 to 34 who failed to finish high school, \$237 billion were lost in income and another \$71 million lost in government revenues. Adjusting for current income and revenues, the dollars lost today would be much higher (Levin, 1972). In the same study, Levin cited five additional social consequences of inadequate education: increased demand for social services, increased crime, reduced political participation, reduced intergenerational mobility, and poorer levels of health (Levin, 1972; Lyke, 1986).

C. MEETING THE NEEDS OF EXITING YOUTH WITH HANDICAPS

When post-exiting data is examined for students in transition, the resulting picture is clear--high school graduates make smoother adjustments to the work environment, earn higher wages, and contribute to their social environments more readily and in more meaningful ways. The goals of the special education program would include, therefore, reducing the dropout rate for handicapped youth, and providing in-school programs that encourage youth to remain in school, and that

provide the essential skills for independent living once students have left high school.

In a recent report from the Urban Superintendents Network, a group of public school administrators from major cities throughout the Nation recommended six strategies for reducing the dropout rate in the United States (OERI, 1987):

1. Intervene early.
2. Create a positive school climate.
3. Set high expectations.
4. Select and develop strong teachers.
5. Provide a broad range of instructional programs to accommodate students with diverse needs.
6. Initiate collaborative efforts to develop and administer dropout prevention programs.

In a survey of 1,100 administrators of dropout prevention programs, the General Accounting Office (GAO) found that factors identified in the effective schools research may provide a resource for dropout prevention strategies: low student/teacher ratios, high expectations for student success, a wide range of instructional techniques to provide a foundation of basic skills, challenging students to succeed at feasible tasks and to take initiative and show responsibility, and provision of flexible curricula and training activities (GAO, 1987). The administrators also emphasized the need to intervene at younger ages, to provide a caring and committed staff and nonthreatening environment for learning, to encourage involvement of parents in students' development, and to assist in developing links with employers. In a review of research conducted on successful dropout prevention and intervention programs (Blackorby, Kortering, Edgar, 1987), four common characteristics were revealed: the programs separate potential dropouts and dropouts from other students; they have strong vocational components; they utilize out-of-the-classroom learning in intensive, small, individualized instruction environments with low student-teacher ratios; and they offer more counseling than is ordinarily available.

Many special educators are recommending radical changes in secondary programs for mildly handicapped students away from academics and toward functional, vocational, independent living programs to reduce the large numbers of mildly handicapped students that drop out of school programs to enter a work environment of low wages. Disappointed by the lack of adequate community-based programs to serve special education students as they leave school, educators are turning toward revamping secondary curricula within the schools in an attempt to hold students within the educational system and appropriately prepare them for the transition to independence (Edgar, 1987). In a study by Mithaug, it was

found that special education classes were more useful than vocational education classes, which in turn were more useful than regular education classes in preparing handicapped students for post-high school adjustments in the community (Mithaug and Horiuchi, 1983).

Researchers are finding that factors other than the educational program seem to account for the success of special education students as they make the transition to the workplace (Edgar, 1987). Hasazi and her colleagues have consistently found that holding a summer job or a nonsubsidized part-time job is a stronger predictor of having employment after graduation than vocational education (Hasazi, Gordon, and Roe, 1985). Shalock has found that parental involvement is a significant predictor of postschool adjustment, including employment (Shalock and Lilley, 1987). Other studies have shown that family and friends are the primary source of jobs for mildly impaired special education graduates (Hasazi et al., 1985; Mithaug, 1983). Edgar and Levine (1987) found, however, that the more severely impaired youth are, the more important the school or vocational rehabilitation agency is in assisting youth in obtaining employment.

The Office of Special Education Programs has funded over 100 demonstration projects as part of a transition initiative to strengthen the connection between school and work life for the nation's handicapped youth. This initiative was authorized in Section 626 of the Amendments to the Education of the Handicapped Act in 1983. These projects have been focusing on handicapped students who have graduated, reached the maximum age, or dropped out of high school.

The Genesis Learning Center in Nashville, Tennessee, for example, has developed a collaborative transition model for handicapped youth through intergenerational support teams. Twenty-five individuals from businesses and agencies have been assisting developmentally disabled handicapped youth who are exiting school and entering the adult community, with an emphasis on employment and extended job placement.

Winchester Public Schools in Massachusetts are providing a bridge which allows a high school learning disabled student passage from high school to college by means of an intense program of academic survival skills, counseling and individual support, and advocacy with the college application process. The Human Resources Center in New York is engaged in developing a similar model for assimilating learning disabled students into community college environments.

The Dallas Independent School District has developed a school-to-community transition model that facilitates comprehensive planning and the identification of appropriate services for handicapped young adults who are "aging out" of eligibility for public school services.

Career Vocational Education of Seattle is setting up a four-phase vocational training and placement sequence addressing the needs of handicapped dropouts and high risk secondary level students.

Through programs like these model demonstration projects, the needs of students can be addressed while students are still in school.

D. ANTICIPATED SERVICES FOR EXITING STUDENTS WITH HANDICAPS

1. Meeting the Service Needs of Students Who Have Exited

Massachusetts was the first State to legislatively address the needs of students who had reached the maximum age for special education service provision and who were making the transition into employment and independent living (Robbins, Luby, and Fitzgerald, 1982). A technical report summarized statewide service needs for a projected 3,625 residents of Massachusetts who would be turning 22 between 1983 and 1989. The study reported that over 90 percent of the sample would need some form of social services on a continuing, lifelong basis. Eighty-three percent reported training needs for increased independence and/or community living. An additional 60 percent of the sample reported needing group residential services or other living arrangements, and 47 percent reported the need for sheltered work, work activity, or day activity program services. Only 28 percent reported that they needed competitive employment placements with or without subsidies.

Another study providing an extensive analysis of the service needs and characteristics of mentally retarded adults in the State of Maryland reported information on 1,469 persons living in environments other than community group homes and State institutions. Seventy-five percent of the population indicated some need for residential services, and 95 percent indicated a need for day programming (Crites, Smull, Sachs, 1984).

A survey of parents of severely handicapped high school students residing in Oregon sought to identify the projected service needs of students after they left high school. Key values held by parents in the selection of such services and the extent and source of parental knowledge regarding adult services were also reported. Parents were less interested in earned income for their offspring than they were in services that would increase employment security and provide training. In the selection of residential services, parents seemed to value the amount of training and privacy provided to their offspring above contact with non-handicapped peers (McDonnell, Wilcox, Boles, Bellamy, 1985).

2. National Data on Anticipated Services

In an effort to provide a national picture of the projected service needs of students after their departure from high school, the 1983 and 1986 Amendments to EHA require OSEP to report data on anticipated services for handicapped children and youth exiting the educational system. This requirement is intended to provide

information for adult service agencies on the number of services that would need to be provided for this population.

For the 1985-86 school year, OSEP required that the SEAs provide data on anticipated services by handicapping condition. Additionally, discrete age data were required for youth aged 16 to 22, with a total for students aged 3 to 15.

Table 23 presents the number of types of services all States and Insular Areas anticipated would be needed for students aged 16 and older who exited the school system in 1985-86. (See Appendix B, Table BG1 for a State-by-State count of the services anticipated as being needed by handicapping condition.) Based on responses received from 50 States and Insular Areas, approximately 523,881 separate services were anticipated to be needed in 1986-87, an increase from the previous year of 62,423 individual services. The largest number of services needed were vocational training services; this type made up approximately 16 percent (82,719) of the total. Counseling/guidance and vocational placement each constituted approximately 14 percent. Evaluation of vocational rehabilitation services increased 1 percent during 1985-86 from 12 to 13 percent of the total. The remaining services--transitional employment, postemployment, family services, independent living, transportation, maintenance, physical/mental restoration, residential living, technological aids, reader services, and interpreter services--were each less than 7 percent of the total number of services anticipated.

For each handicapping condition, Table 24 presents those services that were most frequently anticipated. By handicapping condition and order of most frequent need, the mentally retarded population required vocational/training services, vocational placement, and evaluation of VR services; speech impaired youth required vocational placement, evaluation of VR services, and counseling/guidance; visually handicapped and orthopedically impaired youth required evaluation of VR services, vocational/training services, and counseling/guidance; emotionally disturbed youth required counseling guidance, vocational/training services, and vocational placement; learning disabled youth required vocational/training services, counseling/guidance, and vocational placement; hard of hearing and deaf and multihandicapped youth required vocational placement, vocational/training services, and evaluation of VR services; deaf-blind youth required vocational/training services, vocational placement, and counseling/guidance; and other health impaired youth required vocational/training services, transportation, and evaluation of VR services.

Table 25 presents the number and proportion of anticipated services needed by handicapping condition. Approximately 37 percent of the services (191,561) were required by learning disabled students, another 32 percent (168,523) were required by mentally retarded students, and 17 percent (87,686) were required by the emotionally disturbed population. Less than 3 percent of the services were needed by multihandicapped, other health impaired, orthopedically impaired, speech or language impaired, visually handicapped, or deaf-blind youth. The most significant changes from the 1984-85 school year to 1985-86 occurred within the service needs of the learning disabled and the mentally retarded populations.

TABLE 23

**Types of Services Anticipated to be Needed in 1986-87
by Students 16 Years of Age and Older Exiting the
Educational System During School Year 1985-86**

Service Type	Number	Percent
Counseling/Guidance	73,889	14.1
Transportation	22,312	4.3
Technological Aids	10,140	1.9
Interpreter Services	2,974	.6
Reader Services	8,292	1.6
Physical/Mental Restoration	14,556	2.8
Family Services	29,769	5.7
Independent Living	27,368	5.2
Maintenance	21,159	4.0
Residential Living	11,585	2.2
Vocational Training	82,719	15.8
Postemployment Services	31,347	6.0
Transitional Employment Services	38,851	7.4
Vocational Placement	73,903	14.1
Evaluation of Vocational Rehabilitation Services	66,096	12.6
Other Services	8,931	1.7
Total	523,881	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

TABLE 24

U.S. and Insular Areas
Proportion of Anticipated Services Needed for Children
and Youth 16 Years and Older Leaving the Educational
System by Handicapping Condition

School Year 1985-86

Service

Handicapping Condition	Counseling	Evaluation of VR Services	Physical/ Mental Restoration	Vocational/ Training Services	Transitional Employment	Vocational Placement	Post Employment	Maintenance	Transportation
Mentally Retarded	10.84	12.77	2.35	15.95	8.61	13.96	5.79	5.73	5.83
Speech Impaired	14.96	16.42	1.38	10.89	5.11	19.73	11.16	2.42	2.17
Visually Handicapped	9.51	11.47	3.31	11.23	6.77	8.98	3.92	5.78	7.85
Emotionally Disturbed	15.68	11.71	6.00	13.58	6.69	13.17	4.16	3.07	2.06
Orthopedically Impaired	7.87	11.21	6.38	11.02	7.08	10.51	2.71	6.42	11.01
Other Health Impaired	5.38	10.22	7.10	10.57	5.34	9.34	2.22	7.70	10.40
Learning Disabled	18.18	13.47	1.11	18.65	7.08	15.66	7.36	2.42	2.62
Deaf-Blind	8.23	6.04	4.76	11.71	5.29	9.67	4.98	5.21	7.18
Multihandicapped	8.20	8.84	5.59	9.44	8.07	10.41	6.35	7.37	7.98
Hard of Hearing and Deaf	10.73	11.25	1.37	11.62	6.05	11.68	4.65	3.28	5.20
All Conditions	14.10	12.62	2.78	15.79	7.42	14.11	5.98	4.04	4.26

Note: Proportions were calculated by dividing the number of a particular service needed for individuals with a particular handicapping condition by the total number of services used by individuals with that handicapping condition.

Table 24 (continued)

Handicapping Condition	Family Services	Independent Living	Residential Living	Interpreter Services	Reader Services	Technical Aides	Other Services
Mentally Retarded	5.44	6.81	3.09	0.11	0.62	0.70	1.41
Speech Impaired	4.21	2.11	0.30	0.30	0.37	5.23	3.27
Visually Handicapped	3.83	6.26	2.15	0.32	8.07	8.18	2.37
Emotionally Disturbed	11.85	6.54	3.74	0.05	0.19	0.40	1.11
Orthopedically Impaired	3.87	8.94	2.34	0.18	0.61	6.96	2.87
Other Health Impaired	6.81	9.55	4.54	0.22	0.96	6.42	3.22
Learning Disabled	3.37	2.89	0.38	0.11	3.01	1.71	1.98
Deaf-Blind	6.57	6.19	6.87	4.98	3.63	4.76	3.93
Multihandicapped	6.38	5.43	6.08	1.64	1.45	5.26	1.53
Hard of Hearing and Deaf	3.74	4.31	1.78	11.85	1.36	9.65	1.47
All Conditions	5.68	5.22	2.21	0.57	1.58	1.94	1.70

Data for States and Irregular Areas reporting these data.

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

TABLE 25

**Number and Percent of Anticipated Services for 1986-87 for
Students 16 Years of Age and Older Exiting the Educational
System by Handicapping Condition During School Year 1985-86**

Handicapping Condition	Number	Percent
Mentally Retarded	168,523	32.2
Speech or Language Impaired	9,769	1.9
Visually Handicapped	6,868	1.3
Emotionally Disturbed	87,686	16.7
Learning Disabled	191,561	36.6
Orthopedically Impaired	12,538	2.4
Deaf-Blind	1,324	.2
Other Health Impaired	12,460	2.4
Hard of Hearing and Deaf	17,881	3.4
Multihandicapped	15,271	2.9
Total	523,881	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Anticipated services for learning disabled youth increased 6 percent and services for the mentally retarded population decreased 7 percent. These proportions are necessarily affected by the number of students with each handicapping condition exiting.

Table 26 presents the number of students exiting the system who needed no special services. Fifty-nine percent of these students were learning disabled, 16 percent were mentally retarded, 12 percent were emotionally disturbed, and 9 percent were speech or language impaired. In spite of a general decrease in the numbers of services needed for 1985-86, an increase in services (9 percent) were reported to be needed for the learning disabled population. A significant decrease in services (8 percent) was reported for the emotionally disturbed population from last year.

To assure comparable data, the number of students 16 years of age and older exiting the educational system in 1985-86 is compared with the number of services anticipated to be needed by students aged 17 to 22 in 1986-87, when the exiting students would be one year older. Table 27 shows the number of students exiting the system and the number of anticipated services needed for these students by handicapping condition. For every student exiting, approximately two and one-half services were anticipated. Not unexpectedly, the learning disabled and speech impaired populations need the fewest numbers of services per student, and the multihandicapped, hard of hearing/deaf, orthopedically impaired, and visually handicapped youth require the most services. The number of services required ranges from six services for each multihandicapped youth to less than one service for the speech or language impaired youth. Between two and three services were required for learning disabled, emotionally disturbed, and mentally retarded youth.

For all exiting students 16 years of age and older, approximately 16 percent of the services needed are vocational/training services, 14 percent are vocational placement services, 14 percent are counseling and guidance services, and 13 percent are evaluation of vocational rehabilitation services. Vocational services commanded the greatest percent of services needed by transitioning special education students. Services which are needed by some handicapped youth to accomplish activities of daily living, while less in demand, simply reflect the lower numbers of students who require this added assistance.

3. The Vocational Rehabilitation Program

Complete information on the broad spectrum of services outside the educational system and available to handicapped students as they begin to make the transition from school to work is not available. However, comprehensive data is available on the services provided by the State-Federal Program of Vocational Rehabilitation (VR) system for persons who have been rehabilitated.

TABLE 26

**Number and Percent of Students 16 Years of Age and Older
Exiting the Educational System Needing No Special Services
During School Year 1985-86**

Handicapping Condition	Number	Percent
Mentally Retarded	8,237	16.2
Speech or Language Impaired	4,589	9.0
Visually Handicapped	164	.3
Emotionally Disturbed	6,300	12.4
Learning Disabled	29,911	58.8
Orthopedically Impaired	258	.5
Deaf-Blind	70	.1
Other Health Impaired	388	.8
Hard of Hearing and Deaf	730	1.4
Multihandicapped	222	.4
Total	50,869	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

TABLE 27

Comparison of the Number of Students 16 to 21 Years Old
Exiting the Educational System in 1985-86 and the Number
of Anticipated Services Needed by Students 17 to 22
Years Old During School Year 1986-87

	Number of Students Exiting	Number of Services Anticipated	Number of Services Per Student for all Exiting Students
Mentally Retarded	53,581	168,523	3.14
Speech or Language Impaired	13,445	9,769	.73
Visually Handicapped	1,448	6,868	4.74
Emotionally Disturbed	28,968	87,686	3.03
Learning Disabled	103,967	191,561	1.84
Orthopedically Impaired	2,647	12,538	4.74
Deaf-Blind	181	1,324	7.3
Other Health Impaired	3,049	12,460	4.09
Hard of Hearing and Deaf	3,703	17,881	4.83
Multihandicapped	2,634	15,271	5.80
All Conditions	213,623	523,881	2.45

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

In FY 1985, 18,040 or 61.9 percent of the handicapped youth under the age of 18 who entered the vocational rehabilitation system were successfully rehabilitated; 23,016 or 64 percent of youth aged 18 and 19 were rehabilitated; and 15,494 or 62.5 percent of youth aged 20 and 21 were rehabilitated, for a total of 56,550 handicapped youth rehabilitated in FY 1985.

Of this population, the majority were unmarried, white (73 percent) males (63 percent). By far, the greatest primary source of support for handicapped youth through the age of 21 who were rehabilitated came from family and friends. For the most part, this population enters VR unemployed.

About 40 percent of this rehabilitated population, or 22,620 students, were referred from elementary or high schools to the VR system. Of that number, 11,595 were under 18 years old, 9,598 were aged 18 and 19, and 1,427 were 20 to 21 years old.

Among the services VR provides to its handicapped clients, and for which data has been reported, are diagnosis and evaluation; restoration (medical services); education at the college and university or other academic levels, business school or vocational school education; on-the-job training, personal and vocational adjustment, and maintenance/support payments.

Diagnostic and evaluation services were provided to a total of 50,538 youth under the age of 18 and through age 21 in FY 1985. Youth between the ages of 18 and 19 most frequently received this service. Restoration or medical services were provided to 11,575 youth, with, again, the majority of services being provided to youth aged 18 and 19. The VR system arranged for educational services for handicapped youth in a range of settings: colleges and universities, other academic environments, business schools, and vocational schools. More arrangements were made with vocational schools than other kinds of educational systems; in FY 1985, 9,312 youth entered vocational schools. An almost equal number of youth (9,107) entered colleges or universities, with an additional 4,698 youth entering other academic environments. Finally, 1,051 youth entered business school during 1985 as a result of vocational rehabilitation services.

That same year, vocational rehabilitation arranged on-the-job training for 6,181 youth, personal and vocational adjustment services for 15,248 youth, and maintenance/support payments for another 13,122.

Once the rehabilitation program is complete, the working status of youth changes dramatically. Eighty-five percent of rehabilitated youth are working in the open labor market, 9 percent are working in sheltered workshops, 3 percent are homemakers and able to operate within the home independently, and 1 percent are self-employed.

While the majority of youth had no earnings at the time of referral to the VR system, the majority of youth were earning between \$125 and \$1. per week at closure.

Linkages to the VR system while youth with handicaps are still in school assures, at the least, evaluation for VR services, and--if determined eligible--an increased opportunity to develop vocational skills, obtain employment, and advance the ability to live independently.

Assisting States and Localities in Educating All Children With Handicaps

One of the primary goals of the EHA-B State Grant Program is to assist State and local educational agencies in providing all handicapped children a free appropriate public education. This assistance is provided through two primary funding systems: 1) State formula grant programs, which include the EHA-B grant to States, State Operated Programs for the Handicapped under ECIA, Preschool Grant Program, and the Part H program; and 2) discretionary grant programs authorized by the act.

These assistance programs have played a major role over the past decade in supporting States' efforts to expand and diversify services to meet the needs of school-aged children with handicaps. At the same time, many States have made serious commitments to providing educational and early intervention services to children below school age. This commitment has been supported, in part, with resources from the formula grant program and discretionary grant programs. As evidence has grown regarding the benefits of serving handicapped children in their early years, Federal support to States for children birth through 5 has increased. With the 1986 Amendments to the Education of the Handicapped Act, a new era of Federal support for early intervention and preschool services was initiated. These amendments established a timetable for providing a free appropriate public education to all 3- to 5-year-old handicapped children, enacted a new grant program to assist States in developing a comprehensive system of services for early intervention, and revised discretionary grant programs to strengthen the capacity of States to deliver special services for young children.

This chapter focuses on programs for handicapped children from birth through 5. It describes the various State formula grant programs and provides examples of the ways in which State and local educational agencies are using these funds to improve and expand services for young children. The new Preschool Grants Program, authorized by the Education of the Handicapped Amendments of 1986, is described and States' plans for the first year of implementation are discussed. The new program for handicapped infants and toddlers (Part H) also authorized under the 1986 amendments is discussed in detail. The second part of the chapter presents early childhood activities funded under discretionary grant programs. A number of examples of activities which receive Federal support to develop and improve services for young children are described. Together these projects illustrate the nature of the national effort being made to meet the complex needs of young children with disabilities and their families.

A. STATE FORMULA GRANT PROGRAMS

Each annual report to Congress on the Education of the Handicapped Act is required to provide information on Federal, State, and local expenditures. This section of the report describes and provides numerous examples of ways in which funds generated by the EHA-B State Grant Program, Chapter 1, handicapped program, of ECIA (SOP), State grants for preschoolers and Part H are being used by the States to improve services to handicapped infants, preschoolers, and their families.³

1. EHA-B State Grant Program

The EHA-B State Grant Program provides funds to States annually on the basis of the total number of handicapped children aged 3 through 21 reported by their local educational agencies as receiving special education and related services on December 1 of the previous fiscal year. The funding for the EHA-B State Grant Program has increased from \$251,770,000 in FY 77 to \$1,338,000,000 in FY 87. Accordingly, the per child allocation has increased from \$72 per child in FY 77 to \$315 for FY 87. This per child allocation is not a per capita expenditure, but represents the distribution formula on which the allocation to each State is based (see Table 28).

Each SEA is required to channel at least 75 percent of the funds received under the program to LEAs and intermediate educational units (IEUs) to support the education of handicapped students (20 U.S.C. 1411[c][i][B]). Local agencies must ensure that these funds are used to provide direct services to handicapped children and that the Federal funds are not used to supplant State and local expenditures. The remaining 25 percent of the State Grant Program funds may be set aside for use by the SEA, with up to one-fifth--or \$350,000, whichever is greater--used to pay for administrative costs. The portion of the set-aside funds not used for administrative purposes--up to 20 percent--may be used to provide direct as well as support services for a range of State-established priorities. As noted in previous annual reports to Congress, some States do not utilize the entire 20 percent for such discretionary purposes, choosing instead to pass along a portion of this money to LEAs.

Most States use some part of their set-aside funds to support a wide range of innovative programs. Many SEAs have targeted a portion of these funds to meet the needs of special populations, such as preschool children with handicaps, by funding the delivery of direct services as well as personnel, training, and planning. Several States have used their set-aside funds to provide direct services to children who are below mandate age, or who are not eligible to receive services provided by other agencies. The following cases are illustrative.

³Additional State data on expenditures is provided in Appendix B, Table BJ1.

TABLE 28**EHA-B State Grant Program Funding,
Fiscal Years 1977-87**

Fiscal Year	EHA-B State Grants	Per-Child Allocation
1977	\$ 251,769,927	\$ 72
1978	566,030,074	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	276
1986	1,163,282,000	282
1987	1,338,000,000	315

- In Connecticut, all handicapped students aged 3 to 21 are eligible to receive special education services. Services to students below the age of three are permissive. Since only a limited number of local districts provide services to students below the mandated age, the Bureau of Special Education and Pupil Personnel Services in Connecticut uses a portion of its set-aside money to fund six Regional Educational Service Centers (RESCs) to serve disabled children from birth to age three. The RESCs cover the entire State, and each RESC has its own model of providing direct services, ranging from home-based programs, including parent training, to consultant services. Nearly 300 children are served through these programs which are funded exclusively with set-aside dollars. In addition, the Connecticut SEA also awarded discretionary grants to urban school districts to provide the same type of services to children from birth to age three residing within their jurisdictions. Without these funds, the delivery of direct services to children under the age of three would be significantly more limited.
- In Arkansas, educational services are mandated for handicapped children aged 5 to 21. Services to some students below the mandated age range are provided through day care programs operated by the Department of Human Services (DHS) Division of Developmental Disabilities. The DHS programs, however, provide services only to children in the 3 to 5 age range who are mentally retarded, autistic, epileptic, or who have cerebral palsy. To enable additional students to be served, the Arkansas Department of Education uses a portion of its set-aside money as a grant to Arkansas State University, which contracts with 19 Head Start agencies to provide special education to approximately 700 speech-impaired 3- to 5-year-olds. Although there are no requirements for the specific services to be provided, most of the funds are spent for speech therapists and aides, and for special instructional materials. Other populations of handicapped students younger than 5 in Arkansas are served through programs supported with other sources of Federal funds, including ECIA (SOP) and the EHA Incentive Grant Program. As in Connecticut, these programs are funded exclusively with Federal dollars.

Several States choose to target the preschool population with their set-aside money by funding supportive services such as training, program planning, and development activities. The following examples illustrate such uses.

- New Hampshire elected to fund 11 preschool projects with EHA-B set-aside funds. While some projects provided direct services to preschool age students that were supplemental to

the services being offered by the local districts, several grants were awarded for training as well as for planning and evaluation of local preschool programs. For example, one project funded child development workshops for kindergarten, preschool and day care personnel at sites where preschool handicapped children were being mainstreamed, while another grant funded Colby-Sawyer College to design and implement training models for parents and teachers of preschool handicapped children. Similarly, two local districts were provided funds to form a preschool advisory committee for developing formalized referral and evaluation procedures and to develop program options for preschool children determined to be handicapped. Other grants were awarded to two school districts to purchase screening and assessment instruments to ensure comprehensive evaluations of potentially handicapped preschool age children. Staff members were also trained in the use of the instruments through the set-aside funds.

- In contrast to the training and development projects funded in New Hampshire, North Dakota has used set-aside funds to facilitate preschool planning efforts at the local level. One planning meeting was conducted for special education administrators from five districts and a BIA program to assist them in planning new early childhood education programs for handicapped preschoolers. Topics for the session focused on assessment and programming issues, program administration, and program financing.

Another planning effort, a statewide meeting for special education directors and coordinators, teachers in preschool programs, elementary principals, and Head Start personnel, was cosponsored by the National Diffusion Network and the Department of Public Instruction for personnel involved in planning new early childhood education programs for 3- to 5-year-old handicapped students. The session offered an overview of a nationally recognized model, the Portage Project, which provides home-based services to young children with handicaps.

- Maryland also allocates a portion of its set-aside funds for personnel development projects that include State-initiated and locally initiated inservice activities. At the local level, each of the 24 LEAs in the State submits a personnel development plan for inservice activities that identify priority training needs at the local level. Similarly, State-initiated inservice activities address training priorities of statewide significance. In school year 1985-86, one of those priorities was early childhood education. A statewide conference was held on health issues in early childhood special education for

approximately 120 State, local, and community-level service providers, administrators, and parents.

2. State-Operated Programs For the Handicapped

Grants are also provided to States under Chapter 1 Handicapped Programs of the Education Consolidation and Improvement Act of 1981 (ECIA), formerly P.L. 89-313, a 1965 amendment to Title I of the Elementary and Secondary Education Act. These grants are to be used to expand or improve educational services to handicapped children currently enrolled in State-operated or State-supported schools and programs (SOPs). A 1975 amendment to ECIA (SOP) enabled the use of grant funds to follow handicapped children transferred from State-operated or State-supported facilities to programs operated by LEAs, in an effort to encourage the transfer of children to programs in their home communities. Accordingly, most States report using ECIA (SOP) funds to supplement direct services provided to children in State-operated facilities and to develop programs for the transition of students to their community schools. Table 29 presents the funding history of ECIA (SOP) from FY 66 to FY 87, including the amount distributed, the number of children served, and the per pupil allocation.

There is considerable variation across States in the percent of children with handicaps served under the ECIA (SOP) program. In 1984, for example, 10 States counted 10 percent or more of their handicapped children under this program, while 18 States reported 3 percent or less. The remaining States counted between 3 and 10 percent of their special education population under ECIA (SOP). In 1986, Research and Evaluation Associates, Inc. (REA) reported the results of a study conducted for the U.S. Department of Education that examined factors associated with the high- and low-use of the ECIA (SOP) program in nine States. This study found among both high- and low-use States that ECIA (SOP) funds were being used by some States to support early intervention programs for preschool handicapped children. In addition, REA reported that special education services to children from birth through age three were particularly associated with high or increasing ECIA (SOP) use in States that do not hold LEAs directly responsible for providing early intervention and preschool services.

Among the types of supplemental services provided to children birth through 5 with handicaps under ECIA (SOP) are home-based intervention programs designed to meet the needs of children in their local communities, parent support and training, and evaluation to determine the need for aid devices. The following examples illustrate ways in which States are using ECIA (SOP) grants in serving preschool children with handicaps.

TABLE 29

**ECIA (SOP) State Formula Grant Funding
From Fiscal Years 1966-1987**

Fiscal Year	Amount Distributed	Average Per Pupil Allocation
1966	\$ 15,917,101	\$ 243
1967	15,078,410	182
1968	24,746,993	283
1969	29,781,258	309
1970	37,483,838	339
1971	46,130,772	379
1972	56,380,937	428
1973	75,962,098	481
1974	85,777,779	515
1975 ^{a/}	183,732,163	1,028
1976	111,433,451	592
1977	121,590,937	604
1978	132,492,071	592
1979	143,353,492	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588

^{a/} From fiscal years 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 75, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 75 was for funds to be used in both fiscal years 1975 and 1976.

- Through the State School for the Deaf, the Arkansas Department of Education uses a portion of its ECIA (SOP) funds to serve hearing-impaired and deaf children aged birth to 5 who are not eligible under the State's age mandate to receive special education and related services. Over 100 children are served through a home intervention program which provides hearing evaluations, speech and language therapy, audiology and psychological services, as well as parent training to promote optimal learning experiences during the early years. The SEA reports that students such as these, who in the past would have been institutionalized at school age because of the severity of their handicaps and their communication difficulties, are now being mainstreamed into regular school settings at the age of 5. Students served by School for the Deaf personnel all reside within close proximity to the State-operated school. Students beyond the area served by the School for the Deaf are provided similar services by staff funded with EHA Incentive Grant dollars.

- The Utah State Office of Education supports an outreach program for preschool handicapped students that is similar to the program in Arkansas. The Parent Infant Program (PIP) is a home intervention program that serves students below the State age mandate, and is provided for both hearing-impaired and visually impaired students. The preschool component for children with hearing impairments is delivered by parent home trainers from the Utah School for the Deaf, who provide early language development and speech and hearing training for children from birth to 5. The Utah School for the Blind provides similar services for visually impaired preschoolers. As in Arkansas, staff in Utah report that these services enable young students to be more successful in the regular school setting when they are eventually mainstreamed.

- In Connecticut, one use of ECIA (SOP) funds is through the American School for the Deaf, which also provides home instruction in receptive and expressive language communication skills to pre-mandate age hearing-impaired students and their parents. In addition, ECIA (SOP) funds are used to provide audiological evaluations and appropriately fitted amplification devices to very young children, and to maintain a loaner bank of hearing aids for use while personal aids are being repaired. During the 1985-86 school year, 92 percent of the loaner bank devices were used. Other activities funded with ECIA (SOP) grant money include scheduling meetings and social events to allow parents of preschool age children to interact with professional staff and with one another to discuss common problems and needs

relating to their hearing-impaired children. Sign language classes are also held for parents.

- Similar home intervention programs are operated with ECIA (SOP) funds by the Louisiana School for the Deaf for hearing-impaired children and deaf infants and their parents. In addition, regional resource centers have also been established at strategic locations so that parents can visit for assistance and participate in additional training activities. Another program funded with ECIA (SOP) dollars is operated by the Louisiana State University Medical Center for infants in need of occupational therapy services. Services, delivered by certified occupational therapists, are provided in the home to infants and their families.

3. Grants Programs for Preschoolers

The Preschool Incentive Grants Program was first funded in FY 77 to encourage States to increase educational services to preschool children with handicaps aged 3 through 5. With the passage of the Education of the Handicapped Act Amendments of 1986, the Preschool Incentive Grants Program was replaced by the Preschool Grants Program. The new program was designed to ensure that by no later than 1991, all 3- to 5-year-olds with handicaps would have access to a free appropriate public education. The first part of this section discusses activities funded under the old Incentive Grants Program. The second section presents requirements and implementation of the new Preschool Grants Program.

a) Preschool Incentive Grants Program

Under the Preschool Incentive Grant Program, the distribution of funds to States was based on the number of handicapped children in the 3 to 5 age range receiving special education and related services. In FY 86, States received \$110 for each child served. The Education of the Handicapped Act Amendments of 1983 expanded the age range eligible to be served to birth through 5 years. However, the amendments did not alter the 3 through 5 age range used to determine the distribution of funds.

In FY 77, the first year the Preschool Incentive Grants Programs was funded, less than one-half of the States elected to participate in the program. Over the years, an increasing number of States chose to participate. In FY 87, all of the eligible agencies participated in the program. This increase in State participation has been accompanied by a 35 percent increase in the number of preschool children receiving special education and related services.

A review of Incentive Grant performance reports demonstrates that States elected to use these funds to meet the needs of young handicapped children in

diverse ways, depending on the circumstances of the service delivery system and resources of each State. They initiated, improved, or expanded direct services to children, including diagnostic assessments; provided training and technical assistance to personnel and parents; funded the development of interagency agreements or involvement in interagency groups; and sponsored public awareness and Child Find activities. Two types of activities described most frequently in the FY 86 performance reports were the provision of direct services to children and technical assistance.

Many States, including Utah, Maine, and Tennessee, reported that the Preschool Incentive Grant made a substantial contribution to the development and expansion of direct service programs for preschool handicapped children. Some of them also reported that services to this population would have been unavailable or substantially limited without this support. Colorado, North Carolina, and Kentucky, among other States, reported that in addition to fostering the development of direct services, activities supported by this program increased public awareness regarding the importance of serving handicapped children at an earlier age and increased interest within the State in making services available to as yet unserved children with handicaps. The following description illustrates how States used Incentive Grants in the delivery of direct services.

In California, a major focus of activities supported under their Incentive Grant has been to provide a wide range of placement options at the local level and, thus, promote service delivery in the least restrictive environment. California channeled over 95 percent of its grant funds to LEAs. To receive these funds, districts were required to provide special education services in integrated settings appropriate for preschool children. To serve children within their local communities, LEAs have arranged for placements in Head Start programs, private nursery schools, laboratory schools, community college child development centers, and nursery schools operated by adult education programs.

A priority use of Incentive Grant funds in many States has been for training and technical assistance activities, designed to foster program improvements and growth. Some states, such as Virginia, Connecticut and Maine, use a substantial amount of their grants to fund regional technical assistance networks. Others, such as Maryland, support projects of statewide significance by concentrating resources on assistance efforts that will benefit a wide range of personnel throughout the State. The following examples illustrate such approaches.

- Maine has developed a two-part approach to the delivery of training and technical assistance. First, through its statewide Early Childhood Network, comprised of nine regional networks, Incentive Grant funds were used to provide inservice training to 4,632 professionals, paraprofessionals, and parents. Among the training topics addressed were language development, parent-child relations, play, the behaviorally different child, the vulnerable child,

normal growth and development, and sibling issues. Others involved program issues and skill development, such as assessment and screening, parent/educator collaboration, affective education, child abuse, LRE, resource identification, IEP development, and interagency collaboration. The Network also responded to 1,527 requests for technical assistance from persons involved with children with special needs, including parents, mental health and health professionals, social services workers, educators, daycare providers, and program administrators in such areas as community outreach and interagency collaboration.

The second facet of training and technical assistance under the Incentive Grant was a special project, "Learning Together--A Collaboration of Parents and Educators," designed to increase and improve cooperative efforts among professionals and parents. This project developed a training seminar, entitled "Learning Together," which was piloted, evaluated, and made available upon request to groups across the State. In addition, the project developed a regional resource center for parents and educators to provide assistance in such areas as child development, parenting, and regular and special education. Information is disseminated periodically through a project newsletter to 1200 parents and educators statewide, and through State and regional conferences, including one co-sponsored with the Connecticut Parent Advocacy Center on effective parent-educator communications.

- Maryland provided training to teachers of young handicapped children through a television series, "Beginnings," developed in cooperation with the Maryland Center for Public Broadcasting and the Maryland State Department of Instructional Television. Comprised of 12 programs, the series addresses such topics as child development, neurodevelopment, gross and fine motor development, language and cognitive development, social and emotional development, child/parent/teacher interaction, assessment, developmental teaching, and structuring the environment for preschool learners. The programs were aired statewide and were supplemented by an administrators and participants guide.

Maryland also developed a series of training manuals for parents to provide concise information on promoting healthy growth and development. These manuals, entitled Parent Helpers, are used in conjunction with programs provided by LEAs. Since their development, over 5,000 copies of the Parent Helper series have been disseminated. To respond to

individual requests for assistance, Maryland has also disseminated resource packets. These packets provide information on such topics as technology in early childhood special education, interagency collaboration at the local level, prevention of the spread of communicable diseases, specialized health care issues, infant assessment, transition, and assessing program strengths and needs.

b) Preschool Grants Program

In 1986, the Department estimated that 75 percent of all children with handicaps in the 3 through 5 age group were receiving special education and related services. In order to encourage and assist States in developing the capacity to serve the remaining children, the Education of the Handicapped Act Amendments of 1986 established the goal of serving all handicapped children, aged 3 through 5, no later than FY 91. To achieve this goal, Congress authorized a new Preschool Grant Program to replace the Preschool Incentive Grant Program, and eliminated the Early Childhood State Plan Grant Program, previously authorized under the Handicapped Children's Early Education Program. Planning and development activities for early childhood special education, previously carried out under the Early Childhood State Plan Grant program, are now incorporated in the Preschool Grant Program and a new Handicapped Infants and Toddlers Program, discussed later in this chapter.

To assist States in meeting the new goal, increased financial incentives were also authorized by Congress. Under the Preschool Grant Program, States are eligible to receive a two-part grant. Under the first part, for each child served in the previous school year, aged 3 through 5, States can receive up to \$300 in FY 87, \$400 in FY 88, \$500 in FY 89, and \$1,000 in FY 90 and thereafter. The second part of the grant is designed to provide financial assistance to States for serving previously unserved children. To be eligible for this part of the grant, States are required to estimate each year the number of new children in the 3 through 5 age group who will be served the following school year. For each additional child to be served over the previous year, States are eligible to receive up to \$3,800 in each of the fiscal years from 1987 through 1989. The awards for new children can only be made when there is an increase in both a) the combined total of children in the 3 through 5 age group served under EHA-B and ECIA (SOP) from one year to the next, and b) the number of children served under EHA-B for the same period. With these enhanced incentives, Congress expressed the expectation that States would be serving all eligible children by 1990 (or 1991, if the planned appropriation levels are not met).

In addition to providing financial incentives to serve all children with handicaps in this age group, Congress established certain consequences for States not meeting this goal. First, if a State fails to meet the goal of serving all eligible children aged 3 through 5 by the mandated date, it will not be eligible to receive a Preschool Grant. Second, failure to meet this goal precludes States from counting children in the 3 through 5 age group for purposes of generating

Part B funds for this population. Finally, unless all children in this age group are receiving a free appropriate public education, States (including local educational agencies and other public institutions or agencies) are ineligible to receive funding under Parts C through G of EHA for projects, which relate exclusively to activities involving children aged 3 through 5. Of the 50 States and the District of Columbia, 22 currently mandate the provision of a free appropriate public education to all handicapped children from 3 years of age (Table 30). The mandate in six of these States extends to birth. In the remaining 29 States, the mandate for special education and related services begins at 4, 5, or 6 years of age. In seven of these States with a mandate above age 3, special education and related services are required at age 3 or younger for certain groups of handicapped children, for example, for those with particular handicapping conditions.

For school year 1987-88, all States have elected to participate in the Preschool Grant Program and were awarded a basic grant of \$300 for each child who was receiving special education and related services on December 1, 1986. The remainder of the funds appropriated for the program was allocated to States on the basis of the number of additional children they estimated would be served on December 1, 1987. Estimating procedures were developed by each State and approved by the Office of Special Education Programs. For the 1987-88 school year, States estimated that an additional 30,665 children would be served, an increase of 11 percent over the previous year. Fifty States and Territories estimated an increase, with increases ranging from 9 to 6,500 children. The average estimated increase was 613 children. The remaining nine States and Territories did not estimate increases in the three through five age group for school year 1987-88. For each of these new children, States are receiving approximately \$3,270 in FY 87 funds. If the actual number of children served differs from the State estimate, adjustments will be made to the State's allotment for the subsequent fiscal year. Table 31 provides a summary of the funding history and the number of children served under the Section 619 programs, including the new Preschool Grant Program.

For FY 87, States receiving funds under the Preschool Grant Program must distribute at least 70 percent of the grant to LEAs. Up to 25 percent may be reserved by the SEA to be used for planning and development of a comprehensive statewide system of service delivery for handicapped children from birth, and for the provision of direct and support services for handicapped children in the 3 through 5 age group. The remaining 5 percent of the grant may be used by the SEA for administration. In subsequent years, the distribution to LEAs increases to 75 percent of the grant, and the SEA set-aside decreases to 20 percent.

TABLE 30

State Mandates for Serving Handicapped Children Aged Six and Under

Birth	2	3	4	5	6
Iowa	Virginia	Alaska	-----	Arkansas	-----
Guam		District of Columbia	Delaware (5)	Colorado	Idaho (18)
Maryland		Hawaii	Oklahoma (6)	Kansas	Montana (19)
Michigan		Illinois	Tennessee (7)	Kentucky	Oregon (20)
Nebraska		Massachusetts		Northern Marianas Island	Vermont (21)
New Jersey		New Hampshire		Mississippi	
Puerto Rico		New Mexico		Missouri	
South Dakota		North Dakota		New York	
		Rhode Island		North Carolina	
		Virgin Islands		Ohio	
		Washington		Utah	
		Wisconsin		West Virginia	
		-----		Wyoming	
		Connecticut (1)		-----	
		Louisiana (2)		Alabama (8)	
		Minnesota (3)		Arizona (9)	
		Texas (4)		California (10)	
				Florida (11)	
				Georgia (12)	
				Indiana (13)	
				Maine (14)	
				Nevada (15)	
				Pennsylvania (16)	
				South Carolina (17)	

Note: States having different mandated ages for particular handicapping conditions, scheduled change in mandated age, or whose provision of kindergarten affects the age mandate are shown below the dashed line (----).

Table 30 (continued)

Numbered Notes:

- (1) Connecticut: 2.8 years;
- (2) Louisiana: 3-all handicapping conditions, 0-children with serious handicapping conditions that, without intervention, will become progressively more difficult for successful intervention by school age;
- (3) Minnesota: 3-all handicapping conditions; 0-all handicapping conditions as of 1988-89 school year;
- (4) Texas: 3-all handicapping conditions, 0-(VI, HI, DB);
- (5) Delaware: 4-all handicapping conditions, 3-(TMH, SMH, PI), 0-(HI, VI, DB, A);
- (6) Oklahoma: 4-all handicapping conditions, 0-(D,B, and "failing to thrive" interpreted to be those who are 50 percent delayed);
- (7) Tennessee: 4-all handicapping conditions, 3-(HI);
- (8) Alabama: At school age or kindergarten;
- (9) Arizona: The legal school age is age 6 unless a kindergarten is maintained and the age is dropped to 5. All districts maintain a kindergarten. Technically, the mandate begins at 5 years;
- (10) California: 3-all children requiring intensive special education and services; 0-LEAs that provided services to children from birth to 3 during the 1980-81 school year must continue to do so;
- (11) Florida: 5-all handicapping conditions, 0-(DB, SPH, TMH, PRMH, SED, A);
- (12) Georgia: 5-all handicapping conditions, 0-(SED);
- (13) Indiana: 5-all handicapping conditions;
- (14) Maine: Kindergarten is mandated. All children are eligible with date of birth before October 15 of the school year;
- (15) Nevada: 5-all handicapping conditions, 3-(MH), 0-(HI, VI);
- (16) Pennsylvania: Mandate is when child is eligible for school. Because all districts provide kindergarten, mandate begins with kindergarten;
- (17) South Carolina: 5-all handicapping conditions, 4-(VI, HI, D);
- (18) Idaho: 5-if LEA offers kindergarten;
- (19) Montana: 5-if LEA offers kindergarten;
- (20) Oregon: 5-if LEA offers kindergarten; as of the 1990-91 school year, all school districts will be required to provide kindergarten;
- (21) Vermont: 5-if LEA offers kindergarten, 3-for school districts providing early childhood education, 5-all handicapping conditions as of 1988-89 school year, and 3-all handicapping conditions as of 1991.

Table 30 (continued)

Legend of Abbreviations for Handicapping Conditions:

A	- Autistic	PRMH	- Profoundly Mentally Handicapped
AH	- Aurally Handicapped	SPH	- Severely Physically Handicapped
B	- Blind	SD	- Substantially Delayed
D	- Deaf	SH	- Severely Handicapped
DB	- Deaf-	SED	- Severely Emotionally Disturbed
HI	- Hearing Impaired	SMDH	- Severely Mentally Handicapped
MH	- Mentally Handicapped	TMH	- Trainable Mentally Handicapped
MIDH	- Mildly Handicapped	VI	- Visually Impaired
MODH	- Moderately Handicapped		
PI	- Physically Handicapped		

Source: NASDSE, 1987.

TABLE 31**Incentive Grant Program Funding
From Fiscal Year 1977 to 1987**

Fiscal Year	Funding	Child Count	Per Child Share
1977	\$12,500,000	197,000	\$ 63
1978	15,000,000	201,000	75
1979	17,500,000	215,000	81
1980	25,000,000	232,000	108
1981	25,000,000	237,000	105
1982	24,000,000	228,000	105
1983	25,000,000	242,000	103
1984	26,330,000	243,000	108
1985	29,000,000	259,000	112
1986	28,710,000	261,008	110
1987 ^{a/}	79,734,900	265,783	300
1987 ^{b/}	100,265,100	30,665	3,210

- a/ Represents basic grant of \$300 per child for all children receiving FAPE aged 3 through 5 years on December 1, 1986.
- b/ Represents supplemental grant of \$3,269 per child for each additional previously unserved child. States estimated would be receiving FAPE in age group 3 through 5 as of December 1, 1987.

While the majority of States will be distributing the required minimum 70 percent of the Preschool Grant award to LEAs, some have opted to pass along additional funds as well. These funds may only be used for serving children aged 3 through 5. Funds for serving children from birth through age 2 are available through the new Handicapped Infants and Toddlers Program discussed later in this Chapter.

Under the revised Section 619 authority, many States plan to use part of their set-aside funds to continue activities previously supported under the Early Childhood State Plan Grant program for developing a statewide comprehensive system of service delivery. Among the development activities States will support with their set-aside funds are personnel development, establishing interagency agreements, and designing approaches to meet the unique service delivery needs within their State. Set-aside funds will also be used to provide direct and support services to handicapped children--for example, to supplement or expand existing programs at the local level. Specific activities planned include implementation of enhanced approaches to Child Find, increased opportunities for multidisciplinary assessments, and development of programs for children with low-incidence handicapping conditions. The following examples illustrate how States intend to use Preschool Grant set-aside funds.

- Iowa has had a mandate to provide special education and related services to children with handicaps from birth for several years. Thus, early childhood education programs have been established in many of the LEAs and Area Education Agencies (AEAs) in the State. The Iowa SEA will be assisting LEAs and AEAs to evaluate and improve the services. As a first step, the SEA will complete the development of its Early Childhood Special Education Program Review guidelines. These guidelines will provide a basis for developing an individualized review of a district's program, to be conducted cooperatively by SEA early childhood staff members and a district. Prior to the formal review, districts will conduct a structured self-assessment of their early childhood program. Using the results of this assessment, a site review team, comprised of SEA and district personnel, consultants with special expertise appropriate to the needs of the district, and others such as personnel trainers and program evaluators, will visit the district for several days to observe programs, talk with staff and parents, and review district policies and procedures. The guidelines and review process enable a district to focus on any one or more components of their program, including child identification and assessment, program placement, curriculum and instruction, physical environment, family involvement, and administration. Preliminary results of the evaluation review will be discussed with district administrators and then incorporated by the SEA into a final report, which includes recommendations for program improvement. The SEA will

make funds and technical assistance available to help districts implement those program improvements they consider to be of particular priority.

- The Texas SEA plans to contract for the development of a statewide Adaptive/Assistive Device Network specially designed to meet the needs of children with handicaps aged three through five. Under this contract, a central coordinating team comprised of administrative and planning staff, occupational, physical, speech and language therapists, and others will design and establish a regional resource system to enable local programs to access equipment and devices as well as technical assistance and training. The central facility will make equipment and material loans available through the State's regional education service centers, provide leadership to these centers for serving districts in their region, conduct statewide conferences and workshops, and provide technical assistance and training in the use of aids and corrective devices. Through a newsletter and other means, the network will promote the use of the equipment services available for preschool youngsters.
- The New York SEA will award grants to 14 Direction Service Centers, located regionally throughout the State, to assist in the development of a statewide comprehensive system of service delivery. Through arrangements with hospitals, clinics, social services, and other local agencies, these centers will be responsible for receiving and tracking the referrals of children from birth through 5 who may require early intervention or special education services. In addition, the Direction Service Centers will provide parents with individualized help in locating and accessing needed services in their area. A continuum of family support will be provided by each center. For some parents, centers will provide information resources, while for others, additional services will include scheduling appointments with service providers, arranging transportation, or accompanying parents. Short- and long-term followup of children referred to the centers, and by the centers to other agencies, will be monitored to assure that the needs of children and their families are being met.

4. Handicapped Infants and Toddlers Program

Federal commitment and support for serving handicapped children from birth was increased with the enactment of the EHA Amendments of 1986. Citing the overwhelming need to expand and improve the provision of early intervention

programs for infants and toddlers with handicaps, Congress established new Federal policy to provide financial assistance to States:

- to develop and implement a statewide comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for handicapped infants and toddlers and their families;
- to facilitate the coordination of payment for early intervention services from Federal, State, local, and private sources (including public and private insurance coverage); and
- to enhance State capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to handicapped infants, toddlers, and their families.

Authorized as Part H of EHA, the purpose of the handicapped infants and toddlers program is:

- to enhance the development of handicapped infants and toddlers and to minimize their potential for developmental delay;
- to reduce the educational costs to society, by minimizing the need for special education and related services after handicapped infants and toddlers reach school age;
- to minimize the likelihood of institutionalization of handicapped individuals and maximize the potential for their independent living in society; and
- to enhance the capacity of families to meet the special needs of their infants and toddlers with handicaps.

In developing and implementing a statewide comprehensive service delivery system, States must establish a definition of the population of children who will be eligible for early intervention services. Guidelines provided by the statute specify that children to be served under the program are those who, from birth through age two, need early intervention services because they:

- are experiencing developmental delays, as measured by appropriate diagnostic procedures in one or more of the following areas: cognitive development, physical development, language and speech development, psychosocial development, or self-help skills; or
- have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

In addition, at State discretion, eligible children may include those in the same age group who are at risk of having substantial developmental delays if early intervention services are not provided.

Although States have some discretion regarding the range of services which will be available, Part H specifies minimal criteria which must be met in a State's service delivery system. The statewide system must include developmental services which:

- are provided under public supervision and at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees;
- are designed to meet the child's developmental needs in any of the following areas: physical development, cognitive development, language and speech development, psychosocial development, or self-help skills; and
- meet State standards and are provided by qualified personnel including special educators, speech and language pathologists and audiologists, occupational and physical therapists, psychologists, social workers, nurses, and nutritionists.

A broad range of early intervention services are to be available to children served under this program. At a minimum, such services include family training counseling and home visits; special instruction; speech pathology and audiology; occupational and physical therapy; psychological services; case management services; medical services for diagnostic or evaluation purposes; early identification, screening and assessment services; and health services necessary to enable the infant or toddler to benefit from other early intervention services. For each child served under this program, an Individualized Family Services Plan that will guide service delivery must be developed by a multidisciplinary team, which includes the parent, and evaluated at least annually.

Under the Part H program, the governor in a participating State must designate a lead agency to be responsible for administering and monitoring the program. In addition, each participating State must establish an Interagency Coordinating Council, comprised of 15 members, to assist the lead agency in the development of a coordinated, comprehensive system of service delivery. Membership on this council must include parents, representatives of agencies involved in the provision of or payment for early intervention services, and a State legislator, as well as persons involved in service delivery and personnel preparation. The Interagency Coordinating Council is expected to assist the lead agency in identifying sources of fiscal support for services, assigning financial responsibility to appropriate agencies, and promoting the development and implementation of interagency agreements. In addition, the Council in each State is responsible for submitting an annual report to the Governor and to the Secretary of Education on the status of early intervention programs for handicapped infants and toddlers and their families.

Funds provided for this program may be used for planning, development, and implementation of the statewide system. These funds may also be used for direct services for handicapped infants, toddlers and their families--as long as those services are not usually provided from other public or private sources--and for expanding and improving on existing services. In order to apply for funds under this program, States must meet certain application criteria. In the first and second year, States must assure that funds awarded under Part H will be used to assist the State in implementing a statewide system of service delivery. For years three and four, States must, in addition, demonstrate that they have adopted policies which incorporate all components of a statewide service delivery system (Figure 11) and assure that the statewide systems will be in effect no later than the beginning of the fourth year with certain limited exceptions. In order to be eligible for a grant for the fifth or any succeeding year, States must demonstrate that comprehensive early intervention services are available to all infants and toddlers with handicaps.

For FY 87, all States, the District of Columbia, BIA, and six of the insular areas elected to participate in the Part H program. An appropriation of \$50 million was allocated on the basis of each State's population of all infants and toddlers, birth through two years of age. Each State's FY 1987 award, ranging from approximately \$244,000 to \$5,735,000, is shown in Table 22.

States have designated a variety of agencies and interagency units to serve as lead agency. (See Figure 12.) Approximately one-third have designated the State educational agencies; another third have selected the State Department of Health; and the remainder have designated another agency, such as State departments of social services or human resources, or interdepartmental committees. In all but one of the seven States that had a mandate prior to the 1986 EHA Amendments concerning handicapped children from birth, the SEA is serving as the lead agency. In Maryland, the Governor's Office of Children and Youth will serve as the lead agency. It is anticipated that over the next one or two years some States may reassign lead agency responsibility as a result of initial planning activities.

In their applications to the Part H program in 1987, nearly all States emphasized their intention to focus initial efforts on the organization of their interagency coordinating council, and on establishing procedures to operationalize council activities. In addition, to meet the requirement for establishing policies by year three of their participation in the Part H program, States described the need to prioritize and undertake policy and program planning efforts that would establish a foundation for future development and implementation activities associated with the 14 components of a statewide system. For many States, the continuation of planning and development activities initiated previously under the State Plan Grant and State Incentive Grant programs will be a priority. In fact, because of these and earlier initiatives, diversity in States' activities under the Part H program is clearly evident. For example, while some will undertake for the first time concentrated efforts to establish criteria for eligibility that are consistent across agencies in their States, others will modify existing eligibility

FIGURE 11

Sec.1476. Requirements for Statewide System

- (a) A statewide system of coordinated, comprehensive, multidisciplinary, interagency programs providing appropriate early intervention services to all handicapped infants and toddlers and their families shall include the minimum components under subsection (b).**
- (b) The statewide system required by subsection (a) shall include, at a minimum:**
 - (1) a definition of the term 'developmentally delayed' that will be used by the State in carrying out programs under this part,**
 - (2) timetables for ensuring that appropriate early intervention services will be available to all handicapped infants and toddlers in the State before the beginning of the fifth year of a State's participation under this part,**
 - (3) a timely, comprehensive, multidisciplinary evaluation of the functioning of each handicapped infant and toddler in the State and the needs of the families to appropriately assist in the development of the handicapped infant or toddler.**
 - (4) for each handicapped infant and toddler in the State, an individualized family service plan in accordance with section 1477, including case management services in accordance with such service plan,**
 - (5) a comprehensive child find system, consistent with part B, including a system for making referrals to service providers that includes timelines and provides for the participation by primary referral sources,**
 - (6) a public awareness program focusing on early identification of handicapped infants and toddlers,**
 - (7) a central directory which includes early intervention services, resources, and experts available in the State and research and demonstration projects being conducted in the State,**
 - (8) a comprehensive system of personnel development,**
 - (9) a single line of responsibility in a lead agency designated or established by the Governor for carrying out**

Figure 11 (continued)

- (A) the general administration, supervision, and monitoring of programs and activities receiving assistance under section 1473 to ensure compliance with this part,
 - (B) the identification and coordination of all available resources within the State from Federal, State, local and private sources,
 - (C) the assignment of financial responsibility to the appropriate agency,
 - (D) the development of procedures to ensure that services are provided to handicapped infants and toddlers and their families in a timely manner pending the resolution of any disputes among public agencies or service providers,
 - (E) the resolution of intra-and interagency disputes, and
 - (F) the entry into formal interagency agreements that define the financial responsibility of each agency for paying for early intervention services (consistent with State law) and procedures for resolving disputes and that include all additional components necessary to ensure meaningful cooperation and coordination,
- (10) a policy pertaining to the contracting or making of other arrangements with service providers to provide early intervention services in the State, consistent with the provisions of this part, including the contents of the application used and the conditions of the contract or other arrangements,
 - (11) a procedure for securing timely reimbursement of funds used under this part in accordance with section 1481(a),
 - (12) procedural safeguards with respect to programs under this part as required by section 1480, and
 - (13) policies and procedures relating to the establishment and maintenance of standards to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including
 - (A) the establishment and maintenance of standards which are consistent with any State approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which such personnel are providing early intervention services, and

Figure 11 (continued)

- (B) to the extent such standards are not based on the highest requirements in the State applicable to a specific profession or discipline, the steps the State is taking to require the retraining or hiring of personnel that meet appropriate professional requirements in the State, and
- (14) a system for compiling data on the numbers of handicapped infants and toddlers and their families in the State in need of appropriate early intervention services (which may be based on a sampling of data), the numbers of such infants and toddlers and their families served, the types of services provided (which may be based on a sampling of data), and other information required by the Secretary.

TABLE 32**Part H Allocations to State Agencies
Fiscal Year 1987**

State	Total Allocation ^{a/}
Alabama	\$ 759,224.00
Alaska	244,444.00
Arizona	711,501.00
Arkansas	446,858.00
California	5,735,396.00
Colorado	694,148.00
Connecticut	537,964.00
Delaware	244,444.00
District of Columbia	244,444.00
Florida	1,991,336.00
Georgia	1,193,066.00
Hawaii	244,444.00
Idaho	244,444.00
Illinois	2,268,995.00
Indiana	1,023,868.00
Iowa	537,964.00
Kansas	507,595.00
Kentucky	685,471.00
Louisiana	1,041,222.00
Maine	244,444.00
Maryland	832,977.00
Massachusetts	993,499.00
Michigan	1,709,339.00
Minnesota	845,992.00
Mississippi	563,995.00
Missouri	963,130.00
Montana	244,444.00
Nebraska	329,720.00
Nevada	
New Hampshire	244,444.00
New Jersey	1,288,512.00
New Mexico	351,412.00
New York	3,197,418.00
North Carolina	1,106,298.00
North Dakota	244,444.00
Ohio	2,021,705.00
Oklahoma	698,486.00
Oregon	503,257.00
Pennsylvania	2,013,028.00

Table 32 (continued)

State	Total Allocation ^{a/}
Rhode Island	\$ 244,444.00
South Carolina	655,102.00
South Dakota	244,444.00
Tennessee	841,654.00
Texas	3,852,520.00
Utah	494,580.00
Vermont	244,444.00
Virginia	1,049,898.00
Washington	880,700.00
West Virginia	316,705.00
Wisconsin	924,084.00
Wyoming	244,444.00
Guam	202,317.00
Northern Marianas	50,579.00
Puerto Rico	898,054.00
American Samoa	75,869.00
BIA	611,111.00
Palau	19,498.00
Virgin Islands	151,737.00

a/ No State could receive less than one-half percent of the total dollars available. For FY 87, the minimum allocation was \$244,444.

FIGURE 12

Part H Lead Agencies

<u>State</u>	<u>Lead Agency</u>
Alabama	Department of Education
Alaska	Department of Health and Social Services
Arizona	Department of Economic Security
Arkansas	Department of Human Services
California	Department of Developmental Services
Colorado	Department of Education
Connecticut	Department of Education
Delaware	Department of Public Instruction
District of Columbia	Department of Human Services
Florida	Department of Education
Georgia	Department of Human Resources
Hawaii	Department of Health
Idaho	Department of Health and Welfare
Illinois	Board of Education
Indiana	Department of Mental Health
Iowa	Department of Education
Kansas	Department of Health and Environment
Kentucky	Cabinet for Human Resources
Louisiana	Department of Education
Maine	Interdepartmental Coordinating Committee for Preschool Handicapped Children
Maryland	Office for Children and Youth

Figure 12 (continued)

<u>State</u>	<u>Lead Agency</u>
Massachusetts	Department of Public Health
Michigan	Department of Education
Minnesota	Department of Education
Mississippi	Board of Health
Missouri	Department of Education
Montana	Department of Social and Rehabilitation Services
Nebraska	Department of Education
Nevada	Department of Human Resources
New Hampshire	Department of Education
New Jersey	Department of Education
New Mexico	Health and Environment Department
New York	Department of Health
North Carolina	Department of Human Services
North Dakota	Department of Health
Ohio	Department of Health
Oklahoma	Department of Education
Oregon	Department of Human Resources
Pennsylvania	Department of Public Welfare
Rhode Island	Interagency Coordinating Council
South Carolina	Department of Health and Environmental Control
South Dakota	Department of Education and Cultural Affairs
Tennessee	Department of Education

Figure 12 (continued)

<u>State</u>	<u>Lead Agency</u>
Texas	Interagency Council on Early Childhood Intervention
Utah	Department of Health
Vermont	Department of Education
Virginia	Department of Mental Health, Mental Retardation and Substance Abuse Service
Washington	Department of Social and Health Services
West Virginia	Department of Health
Wisconsin	Department of Health and Social Services
Wyoming	Department of Health and Social Services
American Samoa	Department of Health
Bureau of Indian Affairs	Office of Indian Education Programs
Guam	Department of Education
Mariana Islands	Department of Education
Palau	Department of Social Services
Puerto Rico	Department of Education
Virgin Islands	Department of Health

criteria, and still others which have already done so will focus their attention in other areas of need.

Although in most States effort will focus heavily during the first year on planning, development, and administration, almost all applications indicated an intention to use a portion of their Part H funds to provide direct services to some of the handicapped infants and toddlers in their State. These services will include the development of model demonstration projects and the expansion of existing programs of early intervention. Beginning in school year 1987-88, States will be asked to report to the Secretary of Education the number of infants and toddlers receiving services. These data, along with data on services these children receive, personnel employed and needed to serve these children, and early intervention services in need of improvement will be requested for 1988-89.

Several of the components of a statewide delivery system for infants and toddlers are expected to present States with new challenges. The development and implementation of some of these components will require State and local agencies to revise their policies in such areas as payment for services, provision of services not only to children but also to families, and data management and reporting. For other components, close coordination of service delivery among diverse agencies will be necessary. The applications to the Part H program in 1987 identify some of these challenges facing States and describe the types of activities that will be undertaken to establish statewide systems of service delivery.

a) *Individualized Family Service Plan*

For all children served under the Part H program, States must provide a multidisciplinary assessment of the infant's or toddler's unique needs, as well as those of the child's family, and identify services appropriate to meet those needs. This information is to be incorporated into an Individualized Family Service Plan (IFSP), developed by a multidisciplinary team which includes the child's parent or guardian. This plan, to be evaluated at least annually and reviewed by parents at 6-month intervals, is intended to guide the delivery of services. For each child served, the IFSP must contain the following:

- a statement of the child's present levels of physical, cognitive, language, speech, and psycho-social development, as well as the child's self-help skills;
- a statement of the family's strengths and needs relating to enhancing the child's development;
- a statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures, and time lines used for measuring progress;

- a statement of specific early intervention services necessary to meet the needs of the child and family, including the frequency, intensity, and the method of delivery;
- the projected dates for initiation of services and their anticipated duration;
- the name of the case manager from the profession most relevant to the child's or family's needs who will be responsible for the implementation of the plan and coordination with other agencies; and
- the steps to be taken supporting the transition of the child to services provided under Part B, to the extent such services are considered appropriate.

The IFSP for infants and toddlers served under the program places special emphasis on the role of the family in the development of the service plan, and requires that family as well as child needs be addressed in the delivery of services. In addition to the importance placed on the family, the implementation of the IFSP requires the involvement and coordination of the service delivery plan by a designated case manager. The following examples illustrate the types of activities States will be involved in during the first year of Part H in preparation for implementing the IFSP component of the program.

- The family-centered approach to meeting the needs of infants and toddlers has long been a part of the Massachusetts system of service delivery. The Commonwealth plans to use a portion of their grant to clarify the intent and elements of this approach, and will expand efforts to assess alternative models of family service plans. An IFSP format will be developed this year by the Program Planning Subcommittee of the Early Intervention Advisory Committee for use in subsequent years by all service providers in the State.
- Kentucky intends to place special emphasis on developing information and procedures that will support parent participation in the development of the IFSP and in the identification of appropriate services. Since families vary in their characteristics and abilities to meet the diverse needs of the infant or toddler with a handicap, a range of support and service options are needed. The lead agency in Kentucky intends to initiate the following activities during the first year of the program: development and dissemination of IFSP guidelines, including procedures for assessment and IFSP content development, periodic review, and program development; development and dissemination of guidelines for determining service options for families and identifying ways in which families can be supported and involved in their

child's program; and developing the capacity to provide assistance to agencies responsible for developing and implementing IFSPs.

- In response to the requirement that case managers coordinate services specified in the IFSP, the Maine SEA has identified critical components of a system of case management, monitoring, and service coordination. During the year, the State plans to begin the development of its system by examining existing standards for case coordination, management, and monitoring, and developing or adapting standards appropriate for early intervention services; by establishing clear role differentiation for State agencies, local coordinating councils, program sites and services delivery teams, and parents of infants and toddlers with handicaps; and by developing a program of training to prepare case managers to carry out their responsibilities.

b) Definitions and Eligibility Criteria

Eligibility for services under EHA-B requires a determination that a child has one or more of 11 designated handicapping conditions and, as a result, requires special education and related services. In establishing the definition of eligible beneficiaries for the Handicapped Infants and Toddlers Program, Congress gave broader, more general guidance to States, designating a single category of developmental delay that is to be defined by each State. Congress permitted States to serve children experiencing such delays as well as children with mental and physical conditions who, as a result, are likely to develop such delays without early intervention services. In addition, at their discretion, States may also include among the population of children eligible under the Part H program those who are at risk of having developmental delays if early intervention services are not provided.

During the first year of implementation, it is expected that States will be establishing or revising current eligibility criteria for children to be served under the program, and developing definitions for the category "developmental delay." In addition, States will be determining whether children who are at risk will be included within the eligible population. A survey of States conducted by the National Association of State Directors of Special Education in March 1987 found that 13 States had already decided to include at-risk children in the population to be served. Decisions by other States are expected later this year. The steps Hawaii intends to use this year in developing its definition of developmental delay are typical of the procedures proposed by a large number of States in their first-year Part H applications. Similar activities are expected to take place in other States as they address the at-risk group of children.

- The Department of Health in Hawaii plans to first review the eligibility criteria and definitions used by other States for

the category "developmental delay." In addition, the definitions used by other agencies in the State as well as the characteristics of children served under these definitions will be examined. Next, using the results of a parent survey conducted under Hawaii's State Plan Grant, the needs of families of infants and toddlers will be identified. Information obtained through these procedures will be used to construct several alternative definitions for the developmental delay category. The implications and impact of each alternative will be assessed before a final selection is made by the interagency coordinating council at the end of the first year of the grant.

c) Resource Identification and Coordination

States are required to establish a single line of responsibility for the general supervision of the Part H program. The lead agency designated in each State to carry out this responsibility is also required to identify and coordinate all available resources within the State from Federal, State, and local sources, public and private. A particular challenge to States in carrying out this responsibility is the development of capacity at the local level, a critical point in the service delivery system, to ensure the coordination of services and fiscal resources. Some States plan to establish specific requirements for local participation in the Part H program to ensure that such coordination occurs, while others will be supporting the development of models for establishing local interagency coordinating councils.

- The lead agency in Texas, the Interagency Council on Early Childhood Intervention, plans to require of local communities applying for early intervention funding that such applications be submitted by a local interagency team or council. Before submitting an application, each local council would be required to assess all public and private resources, educational as well as non-educational, and to develop an integrated service delivery system in their local community.
- The Florida SEA is awarding competitive grants to three of its county school districts to develop models for local interagency coordination of early intervention services. Each of the districts selected is representative of small, medium, and large LEAs in the State, and will provide assistance to other districts of similar size and characteristics in establishing local interagency councils. The LEAs funded by the SEA will also develop different types of products that will be disseminated statewide. For example, Gadsden County Schools, a small district, will be developing a directory of early intervention resources, services, and procedures for use by parents and service providers in their community. This directory will serve as a model that can be adapted for use

by other small districts in the State. Another of the funded districts, the Manatee County Schools, will be developing a manual for training personnel at the local level to work collaboratively in the development and delivery of early intervention services.

d) Information Management

Sections 1476(b)(7) and (14) of EHA require that States a) establish a central directory of early intervention services, resources, and experts available in the State; and b) develop a system for compiling data on the number of children and families served, the number in need of early intervention services, and the types of services provided. In addition, Section 1418 requires that States report to the Secretary of Education on an annual basis data on children served and in need of services, as well as data on the services provided and in need of improvement, plus personnel needed and employed. Data collection, maintenance, and reporting will necessitate the development or expansion of existing information management systems. While some States will adapt existing systems, others will be developing new systems that will enable them to maintain required data as well as to monitor the delivery of services to children served under the program.

- To facilitate and support interagency coordination in the delivery of comprehensive early intervention services, the Idaho Department of Health and Welfare plans to investigate alternative approaches for developing a child level computer-based system for maintaining data on infants and toddlers referred to and provided early intervention services, and for linking children to available services. Based on needs previously identified in the State, this system would be designed to facilitate the work of local service providers in tracking children from referral through the delivery of services, and would provide an information base for use by the lead agency in monitoring, policy development and program planning.
- The Alabama Department of Education will be developing an information system, the Alabama Central Registry Information Management System (ACRIMS), to identify the needs of young children, initiate referrals, and facilitate family access to community and State resources for early intervention and special education services. Based on a 1987 feasibility and design study conducted by the Identification and Tracking Subcommittee of the Alabama State Plan Grant (HCEEP) Advisory Panel, this statewide computer assisted system will be designed to serve as an interagency mechanism for the collection of data on infants, toddlers and children with handicapping conditions and special services, for use in program planning and child tracking from the initial point of

referral through service delivery and program exit. Using unique numerical codes (for example, a social security number) for each child, data from the point of referral will be entered into the system by participating public agencies after parental approval has been obtained. Updates of the child's record will occur following significant status changes, i.e., following screening, comprehensive assessment, initiation or change in intervention services, thus enabling participating agencies to access a child's service history. Eventually, the Alabama SEA anticipates that private agencies serving young children will also access ACRIMS directly, increasing the accuracy and comprehensiveness of the information maintained by the system. While the State intends to utilize some Part H funds for software development and other start up costs, eventually other funding sources, including State agencies, will be identified to cover the operational costs of the system. Parents of young children with handicaps will be named as advisors to ACRIMS, participating in system planning and policy making.

e) Personnel Development

The delivery of services to infants and toddlers requires a diverse range of personnel not previously a part of some States' personnel development systems, including developmental specialists and case managers. Section 1476(b)(13) of EHA requires that States establish policies and procedures related to the development of standards to ensure that personnel necessary for implementing the Part H program are appropriately trained. A review of State applications for the Part H program clearly demonstrates the emphasis States are placing on personnel preparation, with activities ranging from the development of personnel competencies and certification standards to the provision of technical assistance and inservice training.

- Vermont, like other States, will initiate plans to develop a comprehensive interdisciplinary system of personnel development. Through its interagency coordinating council, the Vermont SEA will be conducting needs assessments among professionals and parents to identify their informational and training needs. In addition, Vermont's and other States' certification and licensing requirements in such fields as medicine, social work, health occupational and physical therapy, education, child care, and mental health will be examined to identify the competencies and training requirements associated with the types of personnel who will be serving young children and their families. As appropriate, the need for preparing personnel to fill new types of roles, such as early interventionists, will be identified and competencies developed. Finally, training programs within

the State will be reviewed to identify where new or expanded training opportunities are needed, and how the SEA can support appropriate personnel development initiatives.

- To assist personnel at the State and local level currently involved in the planning and delivery of early intervention services, the Minnesota SEA plans to conduct a series of technical assistance activities. For example, the SEA will develop and disseminate several resource materials, including profiles of successful early intervention programs, a glossary of terms to facilitate interagency and multidisciplinary communications, and a listing of experts who can be called on to provide assistance in such diverse areas as the development of interagency systems, strategic planning, and methods for involving the family as partners in assessment and intervention activities. In addition, an electronic bulletin board will be added to the statewide communication system to publicize education and training programs being offered in the State for parents and professionals.

B. EHA DISCRETIONARY PROGRAMS

The discretionary programs established under EHA are another source of Federal funds available to SEAs, LEAs, and other agencies. These programs serve as a support system to the State grant programs. In total, the discretionary programs provided \$173,900,000 in FY 87, through awards under discretionary grant and contract programs.

Under several of these programs, funds are available to States to initiate, expand, and improve special education and early intervention services for children who are below school age. With the 1986 Amendments to the Education of the Handicapped Act, Congress significantly strengthened discretionary support for the purpose of increasing States' capacity to meet the needs of young children with disabilities as well as those at risk of developing handicaps. The early childhood program initiatives sponsored by OSEP can be classified into several broad areas of activity:

- *Statewide Planning for Comprehensive Service Delivery*, designed to support the efforts of State education agencies and other State and local agencies in developing coordinated interagency systems of service delivery for handicapped children from birth through age 5, and their families.
- *Knowledge Production*, for research that can be used by policy makers, administrators, service providers, and parents in the development of special education and early intervention programs.

- *Model Development and Replication*, intended to foster the development of innovative approaches to meeting the diverse educational needs of young children in a wide range of settings, including the home.
- *Personnel Development*, designed to promote the preservice and inservice training of educational, related-services, and leadership personnel, and parents involved in providing special education and early intervention services.
- *Technical Assistance*, providing consultation and expertise to help service providers identify and resolve issues of early childhood policies and programs.

The Handicapped Children's Early Education Program (HCEEP), authorized by Section 623 of EHA, is the single largest source of discretionary funds supporting initiatives in the areas discussed above. Comprised of multiple program components, HCEEP funds planning, development, technical assistance, research and personnel development activities in the States. Additional support designed to improve services to handicapped children below school age is also provided under other OSEP discretionary programs, including research, personnel development, and the Regional Resource Centers. This section describes the major discretionary programs administered by OSEP in each of these areas, and illustrates the types of projects being supported to expand and improve educational and early intervention opportunities.

1. **Statewide Planning for Comprehensive Service Delivery Systems**

The delivery of special services to infants, toddlers, and preschool children involves the coordination of a wide range of services provided by multiple public and private agencies at the State and local level. For several reasons, service delivery is substantially different for very young children than for their school age counterparts. For example, the public school serves as the logical focal point for the development and delivery of services to school age children with handicaps, and, in some States, for children below school age. However, in the majority of States, no such single agency or point of contact is designated at the local level to oversee the provision of all early intervention services.

Because of the age of these young children, service delivery designed to meet their needs must also take into consideration the needs and role of the family as primary caregivers. Appropriate service sites for children in this age group are considerably more diverse than for older children, including the home, day care centers, hospitals and clinics, as well as private and publicly supported preschool programs. Further complicating the delivery of services is the fact that the needs of very young handicapped children are often complex, involving health, mental health, and developmental problems. Services to meet these needs are typically provided by different agencies and under differing authorities.

Generally, these agencies maintain their own policies regarding such matters as eligibility for the services they provide, the financing of such services, and the personnel considered qualified or required to provide the services. Finally, while the need to provide early intervention services has been widely acknowledged for many years, only a handful of States require that comprehensive services be provided to all children with handicaps from birth.

These types of issues and the impediments they present have long been recognized. Over a decade ago, in response to States' interests in developing service delivery systems, Congress authorized the first of several programs to stimulate States' capacity to develop a comprehensive interagency system of service delivery for children below school age. The focus of these Federal initiatives, designed as discretionary programs, has evolved as alternative approaches employed by States have been tried and tested. From an initial emphasis on educational services for preschool children, Federal support for systemwide planning now also emphasizes multidisciplinary, comprehensive early intervention service delivery systems for handicapped infants, toddlers, and their families. The following section reviews activities undertaken by States through the early statewide planning programs sponsored by the Department: the State Implementation Grant and Early Childhood State Grant Programs.

a) *State Implementation Grant*

In 1976, the Federal government established the State Implementation Grant (SIG) program to help States develop and expand statewide special education services for handicapped children aged three through five. The purpose of these grants was to help States develop long-term, comprehensive, full-service plans for preschool education of the handicapped, and, thus, these grants provided administrative resources, rather than direct services to children. SIG grants were awarded for up to 2-year periods, and could be renewed.

During its operation, the SIG program supported a variety of State initiatives under five broad categories of activity. In the area of *program development*, States used SIG grants to create pilot sites, to strengthen existing service programs, and to stimulate local education agencies to provide intervention. Under the area of *administration/management/evaluation*, SIG funds were used for such activities as the development of early childhood data systems, program guidelines and standards, evaluation and monitoring strategies, and methods for evaluating child progress. Substantial use of SIG funds was made for *personnel development* for such activities as training parents as advocates and/or service providers for their young children, graduate-level training practicums, and inservice workshops, institutes, and seminars for professionals already serving young children with handicaps. To inform and promote awareness among diverse target audiences, States were also active in the area of *communication and dissemination*, developing audiovisual products, print materials, and radio and television promotions. Finally, in the area of *interagency coordination*, SIG funds were used to plan cooperative efforts among State and local agencies that serve young handicapped children to eliminate fragmented service delivery and increase

cost-effectiveness. During the eight years the SIG program operated, 41 States, the District of Columbia, Puerto Rico, American Samoa, and the Northern Mariana Islands received grants under the program.

b) Early Childhood State Plan Grant Program

The 1983 Amendments to the Education of the Handicapped Act (P.L. 98-199) authorized a new program of State grants designed to help State educational agencies or other appropriate State agencies to develop a delivery system to handicapped children birth through age 5. The Early Childhood State Plan Grant Program, which became operational in FY 85, replaced the SIG program with the following three types of grant.

- In the *planning* phase, projects could be funded for a maximum of two years to conduct a needs assessment and develop procedures for the development of a State Plan. At the conclusion of the two-year award, States were expected to delineate the service needs within the State for young handicapped children from birth and their families, to describe the types of services which are available to serve this population, and determine the types of services which are needed, but not available. Interagency agreements were to be negotiated, or the procedures States were utilizing to complete these agreements were to be described. The operational/procedural plan which States were to develop would serve as a basis for the second phase of these grants.
- In the *development* phase, projects could be funded for a maximum of three years to demonstrate their design for a comprehensive State Plan and obtain approval from the State's board of education, commissioner of education, or other designated official. States also were expected to establish standards, including regulations, legislation, and policy for making services available for the birth to age five population; describe training activities for special educators and related personnel, including primary care givers, at the State and local level; describe criteria established to evaluate effectiveness of the proposed plan; and provide current demographic information on handicapped children to eight years of age.
- In the *implementation* phase, projects could be funded for a maximum of three years. An implementation phase grant was available to a State that had completed the development phase and obtained approval of its plan from an appropriate State agency. During this phase the pilot demonstrations begun under the development phase could be expanded to other portions of the State or territory.

In FY 87, 57 States and territories participated in the Early Childhood State Plan grant program. Although these phases functioned as a sequence, grantees entered at the phase best suited to their needs. During 1986-87, 25 of these projects were in the planning phase, and the remaining 32 were in the development phase.

Selecting the appropriate phase helped grantees to identify specific components of a comprehensive system of service delivery to be addressed. The range of these components, as described in the EHA Amendments of 1983, includes the following:

- statewide identification and location of handicapped and at-risk children;
- comprehensive and ongoing assessment and diagnostic procedures;
- special education and related services appropriate to the child's developmental and handicapping condition;
- a continuum of placement options to meet the individual child's needs;
- parental involvement in the planning, development, and implementation of services for their handicapped child;
- personnel development and training;
- interagency coordination among education, health, social services, and other agencies; and
- ongoing evaluation of services and programs.

Among the strategies used by States to address these components were establishment of planning groups, participation in interagency coordination efforts, statewide needs assessments, and active involvement of parents. A discussion of each of these strategies, with examples of how particular States applied them, follows.

State Planning Groups (SPG). Almost of all of the State Plan grantees organized official planning groups to assist in planning and coordinating services across the State. These planning groups (variously referred to as councils, committees, or task forces) included representatives from public and private agencies, health professionals, legislators, advocacy groups, parents, and others concerned with services for young handicapped and at-risk children.

States differed in the ways they brought together persons to help with planning the grant. For example, in Utah and Colorado, multiple agencies jointly

formed the planning groups, while in Tennessee and Oklahoma the Governor's office appointed members of the planning group. In Massachusetts and Missouri, the chief State school officer assumed a leadership role in creating planning committees. Other States, such as Maine, Wyoming, South Carolina, and the District of Columbia, used or adapted existing interagency committees to plan comprehensive service delivery activities.

Planning groups functioned primarily in an advisory capacity, delegating specific activities to subcommittees and task forces. In Kansas, for instance, the Interagency Coordinating Council on Early Childhood Development acted as official planning group for the State, with ad hoc task forces formed for specific planning tasks. Indiana's task forces were charged with developing policy standards on such issues as teacher training and certification, implementation of a statewide tracking system, and least restrictive environments. Hawaii supplemented its planning group and task forces with an adjunct group, the Hawaii Council for Early Intervention, which provided additional input from the community and service providers. Some States, such as West Virginia and Colorado, sought to increase public awareness of grant activities through parent and professional newsletters or slide/tape shows.

Interagency Collaboration. A principle assumption underlying planning group efforts was that no single agency or discipline is equipped to address the diversity of needs of infants and young children with handicaps. An interagency, interdisciplinary approach was deemed vital in providing comprehensive services to these children and their families.

State Plan grantees used a variety of arrangements to foster cooperation at the State and local levels. In a number of states, such as Arkansas, Montana and California, State agencies entered into formal agreements or expanded existing collaborative relationships to include SPG activities, while others, including Colorado, relied on informal cooperation. In California, as in many other states, agreements were already in effect before the SPG, but were expanded to include SPG activities. On the local level, interagency efforts were provided through new or expanded advisory councils in South Dakota and Illinois, while Florida instituted 22 preschool councils and three pilot interagency projects in school districts in varying sizes. In Maryland, State-level agencies collaborated on issues of mutual concern, and also worked with local service providers through technical assistance activities related to health issues. Oregon's 1983 Early Intervention Law set the standard for state/local collaboration, setting out the responsibilities for services and funding of each level of government.

Needs Assessment. The EHA Amendments of 1983 required grantees to conduct a statewide needs assessment during the planning phase of the grant, to determine special education and related service needs of the preschool handicapped population. Needs assessments had two common purposes: to ascertain the effectiveness of current State service delivery efforts, and to determine ways of improving the service delivery system. Other goals were dictated by the specific information needs of individual States. For instance, Alabama outlined six goals for its needs assessment: 1) to determine the number

of unserved children with handicaps; 2) assess the perceptions of local education agencies regarding the number of handicapped children in their districts; 3) to identify agencies other than school systems that provided services to handicapped children; 4) to ascertain which services were provided to various age groups; 5) to gauge the degree of cooperation among agencies; and 6) to determine the need for professional personnel to provide services.

Although States shared similar purposes for needs assessments, their data collection methods varied. The most common approaches were survey questionnaires, State and local forums, interviews, and analysis of existing data. Grantees frequently combined approaches in gathering data. Virginia, for instance, used local forums to generate open discussions, while gathering information on strengths and weaknesses of current services through on-site surveys. California supplemented a recent needs assessment conducted for an infant program with parent surveys and data from other State surveys on preservice and inservice training needs. Some grantees conducted the needs assessments themselves, while others contracted with private consultants to handle the entire process or specific parts of it, such as instrument design or data analysis.

Parent Involvement. Grantees were committed to involving parents actively in the SPG planning and development process. In some cases parents played a key role in the needs assessment. For example, in New Mexico, Arkansas, and the Commonwealth of the Northern Mariana Islands, parents were targeted for input on child and parent service needs. Others sought parent participation on committees and task forces. In Alaska, for instance, three parents served on the SPG Steering Committee, while in Indiana a special Task Force on Parental Involvement and Advocacy, chaired by a parent, was appointed. Parents also assisted in public awareness and advocacy activities in Nevada.

With the passage of the EHA Amendments of 1986, the Early Childhood State Plan Grant program was discontinued, although many of the initiatives of the new law have been built upon knowledge gained and activities conducted under that program. Under the new law, States are encouraged, through financial incentives and penalties, to plan for and serve children with special needs from birth through age 21, and their families. In addition to the changes discussed earlier in this chapter related to the Preschool Grant Program for children aged three through five years, the law authorized the new Handicapped Infants and Toddlers Program, designed to assist States plan and implement early intervention services for handicapped children from birth through age two. In both of these programs, Congress has continued to stress the importance of interagency and multidisciplinary collaboration to maximize existing resources, as well as the importance of parent involvement in the delivery of comprehensive services to children and their families.

2. Knowledge Production

Research provides knowledge to solve problems when existing information is insufficient. Special education research improves our understanding of handicapping conditions related to the education of children and fosters the development of improved methods for the provision of appropriate services. The Federal Government has a particular role in the production of knowledge that derives from both its opportunity and its responsibility. Through the establishment of a Federal priority, funding, and technical assistance, the Federal Government can focus the attention of a variety of groups (for example, teachers, other service providers, and parents) upon a particular problem. In addition, Federally supported research can investigate critical questions that the research community might not examine without financial or technical assistance. For example, to examine the relationship between child development variables and educational services may require long-term funding. Moreover, Federal support can enable the consistent and sometimes lengthy research effort required to produce new and innovative approaches to particularly serious problems. Federal assistance also helps to ensure that research activities are specifically responsive to mandated responsibilities under EHA.

The activities supported through the OSEP discretionary program reflect ways in which the Federal Government exercises its role in the production of knowledge. The basic objectives are to:

- provide new knowledge;
- develop and validate effective practices;
- analyze current research and practices;
- develop new or improved approaches and products based on research findings; and
- contribute to the dissemination and implementation of research findings.

Research is needed to identify and resolve problems specific to the provision of services to children with handicaps from birth through age five. The existing knowledge base is limited, and it does not completely address the unique needs of this group of children, particularly children within certain disabilities in this age group. Several OSEP discretionary research activities directly foster the improvement of services provided to handicapped children of this age. This mission is accomplished through support of applied research and related activities that have a direct bearing on the educational problems of young handicapped children. Applied research activities lead to more effective service delivery. For example, they may improve identification procedures or the coordination of service delivery among service providers. Research-related activities include a variety of tasks designed to assure the effective implementation of research results.

Research-related projects include, for example, those that facilitate the implementation of a particular educational practice across a variety of settings.

The primary early childhood research programs supported by OSEP are early childhood research institutes, directed research designed to examine program features, and field- or investigator-initiated studies. These programs are described in the following sections.

a) Early Childhood Research Institutes

The Early Childhood Research Institutes, one component of the HCEEP program, are designed to conduct research that will both improve available services for handicapped children and expand the early childhood knowledge base. The institutes funded under this program engage in long-term investigations. Some of these are longitudinal in nature, while others expand upon previous findings as their research program evolves. In addition to conducting research, the institutes provide research training for graduate students and disseminate their findings to both practitioners and academicians in the early childhood field.

In the 1986 goal evaluation of the HCEEP program conducted by the COSMOS Corporation, several assumptions underlying the design of the research institutes were identified:

- the institutes will produce research that significantly increases the early childhood education knowledge base;
- products developed by the research institutes will help the other components of the HCEEP program;
- data produced by the institutes regarding the efficacy of early childhood education will increase the acceptance and viability of early childhood education programs; and
- graduate students involved in the institutes will continue in the early childhood education field, and aid in the production of knowledge about the subject.

The COSMOS evaluation also identified several important contributions of the research institutes, based on the perspectives of leadership personnel in the institutes. First, the institutes have assisted in the establishment of a national research network in early childhood education that has the capacity to investigate problems and share expertise in a way that extends beyond particular institutional boundaries. Second, the institutes have developed information that has been disseminated widely to other researchers and service providers in the early childhood education field. This output includes infant/child assessment instruments, curriculum materials, observational protocols, and family/child intervention models. Finally, the institutes have trained future professionals, an

accomplishment which was also seen as significant. As of 1986, nearly 400 graduate students had received research training through the institutes.

The Office of Special Education Programs has been supporting research institutes in the area of early childhood education since 1977. The first four institutes funded that year addressed three priority areas identified by OSEP. Two of the institutes conducted research on developing improved methods of identifying and serving children at risk of becoming handicapped. A third institute conducted studies on handicapped children and their families, and on building parent/child skills. The fourth institute concentrated on identifying child characteristics and social setting variables that contribute to a handicapped child's success in educational settings.

In 1982, a second competition resulted in the funding of three institutes, and in 1985 a fourth institute was established. Each of these institutes has a unique focus:

- examination of the effects of different parenting models;
- development of procedures for assessing and teaching social skills to severely disabled preschool children with symptoms of autism;
- integration of current research findings on early intervention and performance of cost effectiveness studies; and
- long-term, programmatic research into the effects of early intervention strategies with handicapped children.

Two additional institutes were established in 1987 to conduct investigations in areas considered critical to the development of comprehensive systems of service delivery to handicapped infants and toddlers and their families. One will focus on early intervention personnel and the other on early childhood policy. The six institutes, funded since 1982 and located at three university research centers, are described below.

Early Intervention Research Institutes at Utah State University. Since 1982, Utah State University has been conducting research through its *Early Childhood Institute on Cost Effectiveness and Benefits*. The mission of this institute is to expand the knowledge base and improve understanding of the efficacy of early intervention for handicapped preschoolers. The studies conducted by the institute have included infants and children with different types and severities of disabling conditions. Among its activities, this institute has:

- conducted an integrated review of 375 previous efficacy studies and produced a quantitative analysis of their findings;

- critiqued the existing cost effectiveness literature and produced a guide for researchers and protocols for collecting data;
- trained 25 graduate students and 4 postdoctoral researchers from several disciplines; and
- disseminated findings extensively to researchers, policy makers, and practitioners.

The institute has established a research foundation and delineated some areas where future research is likely to be most productive. It has also provided a data base for use in research and program evaluations. The institute's data base, its protocols for collecting data, and its methodological guides will be made available to the field to aid in future research and program evaluation efforts.

In 1985, Utah State University was awarded funds to support *The Early Childhood Research Institute for Longitudinal Studies of the Effects and Costs of Early Intervention*. The major objectives of this institute are:

- to examine the costs and benefits of early intervention for handicapped children and families by conducting 16 longitudinal studies in which children are provided with alternative types of early intervention programs. In each study, children have been randomly assigned to one of two groups in which the type of intervention varies along dimensions of intensity/duration, age at start, or type of intervention provided;
- to develop and pilot test a data collection/evaluation system which can be used on a national basis for collecting information about the nature of the intervention program, characteristics of participating children and families, and costs and effects of intervention; and
- to demonstrate the feasibility of field-based research which utilizes random designs, impartial data collection, economic evaluation, and verification of treatment implementation.

During the first contract year, a series of feasibility studies was conducted. Participating sites were selected and procedures for monitoring treatment, implementation, collecting cost data, and assessing child and family outcomes were finalized.

During the current year, the 16 longitudinal studies began with the assignment of children to alternative treatment groups and monitoring of the early intervention services provided to each group. Children with a wide range of handicapping conditions (e.g., severely handicapped, visually impaired, hearing impaired, medically fragile) have been included in the studies, which are

geographically dispersed throughout the country. Substantial effort has been devoted to identifying or developing appropriate measures of child and family functioning in order to assess the impact of intervention. Particular attention will be paid to documenting the degree of child and family participation in the intervention program, so that this variable can be accounted for in the analysis of effects.

The Early Childhood Research Institute at the University of Pittsburgh. This institute received funding under a cooperative agreement in 1982 to develop and evaluate instructional programs for teaching social and communication skills to severely disabled preschool youngsters with symptoms of autism. This institute is working in five areas which were selected on the basis of previous research on the skills needed by handicapped children to function successfully in integrated settings. The focus areas are peer social skills, communication skills, independent performance, disruptive behavior, and parent training.

The institute's goal has been to provide a technology of instruction that would permit children with severe handicaps to participate successfully in classes with nonhandicapped or less handicapped peers. Accordingly, the institute has:

- identified social skills that lead to positive interaction and social acceptance for preschool children with severe disabilities;
- developed teaching strategies to promote social skills for mainstreaming success and language use by severely disabled classmates; strategies to speed the handicapped student's transition from one activity to another; and a self-management strategy;
- developed a new language teaching system;
- developed a parenting skills curriculum promoting positive change in parent and child behavior;
- investigated the effects of medication on child behavior; and
- developed intervention packages for peer social skills, language, independent performance, disruptive/self-injurious behavior, and parent training.

Overall, the institute has benefited children and families, developed new knowledge, trained research personnel, developed new products for practitioners, and disseminated both knowledge and products to enhance the social and language development of severely handicapped preschoolers.

The Carolina Institute for Research on Early Education for the Handicapped, University of North Carolina at Chapel Hill. The Frank Porter Graham Child Development Center is currently completing 10 years of research on the

characteristics of children with handicaps and their families under two consecutive 5-year cooperative agreements awarded in 1977 and 1982. The studies that began in 1982 emphasized the needs of families of children with moderate to severe disabilities from birth to age five. This year, The Frank Porter Graham Center was awarded funding for two additional institutes, one to study personnel for early intervention, and one to study early childhood education policy.

The Early Childhood Intervention Research Institute on Families, in its final year, is completing three long-term studies on parenting models:

- The Fathers Present/Fathers Absent Project is a study of young children with disabilities from two-parent versus single-parent families. The project's purpose is to identify formal and informal sources of support that contribute to successful adaptation in single- or two-parent families. It compares such variables as levels of support, stress, and family adaptation to the child in the families of handicapped and nonhandicapped children, and identifies obstacles to parental involvement in early education programs.
- The Facilitating Parent/Child Reciprocity Project is a series of longitudinal studies of factors associated with parent-child interaction. It identifies patterns of child growth and parent responses to these patterns in an effort to prepare the way for better parent-child interaction.
- The FAMILIES (Family Assessment, Monitoring of Intervention, and Longitudinal Investigation of Effectiveness) Project has developed a functional model for planning, implementing, and evaluating individualized family services. Evaluation of the model indicates that its use increases the number of family goals that are written; that a central aspect of the model, the focused interview, affects more than one-quarter of the final child and family goals; and that assessment of individual family needs provides information that is translated directly into service targets.

In 1987, the University of North Carolina was awarded a 5-year *Early Childhood Research Institute on Personnel*. The purpose of this institute is to study effective procedures for educating professionals to work with infants and families, and develop and evaluate associated training curricula. The institute will focus on developing materials and curricula for preparing interdisciplinary teams to work with families, addressing such issues as interacting with professionals from other disciplines, determining when other specialists must be consulted, developing individualized family service plans, and assessing emerging information and research findings. The three major activities that will be undertaken by this institute are described below.

- The Preservice Interdisciplinary Studies Project will involve eight disciplines: special education, physical therapy, occupational therapy, speech-language pathology, social work, nursing, psychology, and nutrition. The project will determine the current status of infant personnel preparation in each discipline, compare models for infant personnel preparation across disciplines, develop guidelines for evaluating the content of cross-disciplinary programs to prepare infant personnel, evaluate existing training curricula, define competencies needed by members of infant intervention teams, and develop training materials and curricula.
- The Inservice Education Project will assist existing HCEEP inservice training demonstration projects and State agencies in conducting experimentally valid studies of the effects of inservice efforts. In addition, it will conduct a large-scale study of the effects of specific components of inservice training programs, and plan and implement new inservice training studies.
- The goals of the Materials and Development Project are to evaluate currently available training materials and curricula related to infancy, families, and the interdisciplinary process; to develop materials and curricula in competency areas important for infant specialists; and to evaluate the effectiveness of these materials in meeting training needs.

OSEP awarded a cooperative agreement in 1987 to establish the *Early Childhood Research Institute on Policy*. This institute will provide annual descriptive statistics of the status of States' efforts to provide comprehensive services to handicapped infants and toddlers, as well as explanatory research on the effects of State policies.

- Descriptive studies will examine funding patterns for services, the number of infants and toddlers receiving services, the number and types of services and agencies involved, the number and types of personnel involved in service delivery, and the status of personnel preparation, certification, and employment within each State.
- As States move from policy development to implementation of services for handicapped infants and toddlers, explanatory studies will provide information on the effects of State policies and funding patterns, policies that serve as incentives and disincentives to service delivery, policy development procedures, and alternative statutory or regulatory changes that could facilitate the development of comprehensive services for children and their families.

This institute will disseminate information to Federal agencies, State policy makers, professional and parent organizations, and technical assistance organizations. A variety of dissemination products will be developed, with individual products designed to meet the needs of specific target groups.

b) Directed Research to Examine Early Childhood Program Features

In order to identify the most effective methods and materials for promoting the progress of young handicapped children, the Early Childhood Program Features priority was established in 1987. The specific purposes of this priority are to 1) support projects that compare the relative effectiveness of components within existing programs using a variety of measures of child progress, and 2) identify and disseminate information about program features that can be incorporated into new or existing infant or preschool programs. Program components to be studied are those which promote the language or social development of infants and toddlers who are handicapped.

Although information on the overall effectiveness of existing preschool programs is available, information on specific program components is insufficient. Professionals seeking to replace certain components of a program or wishing to establish a service program through the assembly of program components do not have the information they need to guide their choices. Studies are required which monitor the amount and quality of implementation of components and document the costs and other resources necessary to incorporate them into in different kinds of preschool programs. Multiple studies of components must be conducted in different types of preschool programs. Three projects were awarded this year to address this research priority.

- At Vanderbilt University, a program of research has been initiated to investigate the effects of three program components on language use by young children with mild to severe handicapping conditions. The three program components are small group individualized instruction, across-the-day language facilitation and parent-implemented language training. Immediate and longitudinal effects as well as the costs of two optimal treatment packages and one current practices package will be studied.
- The University of Pittsburgh will undertake an investigation of social skill program components. Following refinement of specific social skill interventions, subsequent research will compare outcome studies in which the combined and separate effects of refined interventions will be assessed.
- Investigators at Vanderbilt University will conduct a series of research studies of program components which promote social interaction skills in young, handicapped children. Studies will lead to the development of replicable program feature

models related to environmental arrangements and child specific and peer group interventions that facilitate implementation of "best" practices in existing preschool programs. The relative costs and the effects of implementing different combinations of replicable program features with respect to generalization and maintenance of student gains will be investigated.

c) *Field-Initiated Studies*

In addition to research activities conducted as part of the Early Childhood Research Institutes and the Early Childhood Program Features Competition, knowledge production is supported through investigator- or field-initiated research. Directed research projects supported by OSEP involving the analysis of extant data bases relating to educational programming of handicapped children from birth through five were described in the Eighth Annual Report to Congress. The purpose of the field-initiated program is to provide support for a broad range of projects that focus on the educational problems of handicapped children.

Projects supported under this program represent investigations of general educational approaches and practices as well as studies of innovative projects in nontraditional or emerging areas. The Field-Initiated Research Competition does not specifically invite projects in the preschool area. However, OSEP currently supports many research studies of children from birth through 5 years of age and their families through this program.

The studies of the early childhood population reflect a diverse set of research goals, methodologies, and products. Many of the studies represent applied research projects focusing on intervention and outcome variables. For example, at the University of Washington the short- and long-term impact of two models of instruction (direct instruction and cognitively based instruction) is being investigated with respect to the cognitive, academic, and social development of handicapped preschool children. Another project at the Children's Hospital Medical Center of Akron, Ohio is studying the effects of a neurodevelopmental intervention on young children with movement dysfunction. A study at the University of Miami in Florida is identifying factors which predict the subsequent need for special education services among a large group of children whose birth weight was low. A fourth project at the University of Minnesota is studying the development of mastery behaviors, including independent interactions with the environment, among young severely retarded children.

Other studies are focusing on family variables in addition to child variables. For example, investigators at the University of Illinois at Chicago are comparing two types of maternal involvement with respect to their impact on various student outcomes. The effect of fathers' participation in a 3-year early intervention program is being investigated at the University of Washington. Measures include knowledge and use of special supports and the effect of fathers' participation on

mothers. Also at the University of Washington, a study is underway to examine the efficacy of siblings as communication trainers of handicapped infants.

An additional group of research studies are directed toward the development and verification of the effectiveness of instruments and intervention practices within the context of different settings and populations. For example, researchers at Ohio State University are investigating the effectiveness of a conversation-based treatment program. In a study at the Oregon Research Institute, microcomputer-assisted video instruction administered by peer tutors and paraprofessionals will be developed and evaluated in relation to traditional forms of training. In another project, investigators at Vanderbilt University are comparing the effectiveness of milieu language training as compared to traditional didactic practices and are translating findings into an instructional technology for language remediation of young handicapped children. At the Juniper Gardens Children's Project at the University of Kansas, a series of three studies will be conducted: The first will validate an assessment instrument for preschool students; the second will examine instructional arrangements; and the third will assess the fidelity of classroom instruction to program models and the actual effectiveness of various program models and settings for handicapped preschoolers. Another research project, underway at Hunter College/Research Foundation of CUNY Centro de Estudios Puertorriquenos, will examine the appropriateness of alternative identification, placement, and treatment of hispanic infants and toddlers who are hearing impaired.

The Field-Initiated Research Studies competition represents an interaction with researchers in the field, allowing for projects that address new ideas and areas of research beyond those defined by directed competitions. Thus it complements the directed competition on program features and the early childhood research institutes.

3. Model Development and Replication

Model development and replication comprise two major Federal strategies in early intervention and education for young children with handicaps or who are at risk of becoming handicapped. The primary purpose of developing model programs and fostering their replication is to stimulate exemplary, innovative policies and to encourage others to adopt them. Replication activities support the spread of practices that have been refined and shown effective, allowing their use with more of our nation's handicapped children and providing greater equality of opportunity for services. Implementing the model practices at different sites also provides information on how they can be adapted to varying site characteristics and conditions. Thus, service quality and availability are both improved by these types of project.

The Handicapped Children's Early Education Program (HCEEP) supports both model development and replication as part of an overall Federal strategy to increase the number and quality of services to infants and young children. Model development is carried out through a program of demonstration projects, while

replication is fostered specifically through the outreach component of the HCEEP program.

According to the 1986 goal evaluation of the HCEEP program conducted by the COSMOS corporation, demonstration programs and outreach were designed to:

- provide new and improved methods of working with handicapped children;
- disseminate information to encourage replication;
- stimulate greater interest in and support for early intervention; and
- promote visible examples of successful early intervention service delivery.

The Education of the Handicapped Act Amendments of 1986 authorized changes in the HCEEP demonstration and outreach components designed to enhance the capacity of public agencies in the States to meet their additional responsibilities to serve preschool age handicapped children, infants, and toddlers. For example, funded projects are to offer training about exemplary models and practices to State and local personnel and support their adoption by States and local communities. In addition, projects funded under this component are to be specifically designed to demonstrate cost-effective methods for providing appropriate special education and early intervention services. Demonstration and outreach projects are described in the following sections.

a) Demonstration Projects

When HCEEP began in 1968 with the passage of the Handicapped Children's Early Education Assistance Act (P.L. 90-538), the program consisted of only one of its present components, the demonstration projects. The act authorized the development and operation of experimental preschool and early education programs showing promise for promoting a comprehensive and strengthened approach to the special problems of handicapped children. These programs were to include activities designed to facilitate the intellectual, emotional, physical, social, and language development of young handicapped children; encourage parental participation in the development of programs; and acquaint the community with the problems and potential of such children. It was expected that these projects would serve as models, providing highly visible examples of successful practices, and thus encourage others to initiate or improve services to handicapped children from birth through 8 years of age. The projects were viewed primarily as providing models for service delivery rather than being direct service programs.

Over the years, an important feature of these demonstration projects has been their wide geographical distribution and their location in a variety of urban

and rural settings. The program has maintained its cohesiveness through HCEEP's increasing emphasis on interagency, interdisciplinary collaboration.

Demonstration projects are sponsored by private nonprofit organizations, local schools, universities, and State agencies. The models they provide for service delivery to young handicapped children and their families encompass a variety of areas. They include: the development of exemplary models of service to children and parents; staff development; coordination with public schools and other agencies; demonstration of new approaches in service delivery; and dissemination of project results.

In 1987, OSEP funded new demonstration projects in three priority areas: community involvement, severely handicapped infants, and inservice training for infant-related personnel. Projects funded under these priorities are designed to assist in the development of preschool and early intervention practices that are worthy of replication. In addition, grants were awarded for the first time to support experimental demonstrations. This new competition, authorized by the Education of the Handicapped Act Amendments of 1986, supports the design of investigative models that compare alternative practices related to early education services. Projects currently funded are described below.

Community Involvement Demonstrations. This priority supports the development of innovative approaches to the delivery of comprehensive services to handicapped children from birth through age five and their families. The projects must demonstrate a team approach (involving professionals from such fields as special education, health, and social services) in planning and delivery. A commitment to train parents and family members must also be demonstrated.

The community involvement projects awarded in 1986-87 demonstrate methods of focusing the diverse resources of the community on the needs of preschool children with handicaps. Parents hired as coordinators, transagency collaboration, a family-centered approach, and the integration of services to improve the delivery system are some of the special features of the newly funded projects. For example,

- The Akron, Ohio Public Schools are collaborating with Head Start to provide education and related services to handicapped children, aged three to five years, and their families. The project aims to demonstrate a model that integrates services provided by a local board of education with those delivered by Head Start. The purpose is to provide cost-effective community-based education to handicapped children without segregation from their nonhandicapped peers. This project will include assessment of children, integrated education and related services, an integrated curriculum, parent activities, and staff development and training.

- The Family Empowerment Project is a collaborative effort between Washington PAVE, a parent-directed organization, and the Pierce County Health Department, an experienced family service provider. The project's two main goals are 1) to enable families with handicapped or at-risk children from birth to six years of age to use and coordinate countywide services, and 2) to provide comprehensive countywide planning for delivering a complete continuum of services to these children and families. The program employs parents of handicapped children knowledgeable about the service delivery system as Family Resource Coordinators to assist families with newly identified handicapped or at-risk children. Using an Individualized Family Service Plan, the Coordinators help families identify appropriate child/family resources and access community services.

Severely Handicapped Infants Demonstrations. This priority supports projects which demonstrate innovative methods of serving infants from birth through 2 years of age who have multiple handicaps or who are medically fragile. Projects must demonstrate provision of these services in the community and in the least restrictive environment, with emphasis on home care models. Projects funded under this priority focus on the multiple systems that influence children and family members, infant/caregiver interactions, a curriculum designed to support behavioral ecology/environmental factors, and the transition from hospital to local intervention systems. For example,

- The University of Kentucky's Human Development Institute and Chandler Medical Center are developing an intervention model to address the needs of severely or multiply handicapped infants who have concomitant medical fragility. The model implements multidisciplinary planning for family-centered services in rural eastern Kentucky through the use of an Individualized Family Service Plan. Home-based services are provided, with intervention strategies focusing on appropriate infant/caregiver interaction for infants with severe or multiple handicaps and their families. The intent is to promote infant development, decrease potential frustration in caregivers, and reduce the onset of secondary handicaps in infants caused by dysfunctional interactions. In addition to providing direct services to 30 infants where no other services are available, the project will have an indirect impact on other infants through its cooperative effort with other agencies that already provide services to this population.
- Project SEARCH (Systems Effects of the Acquisition of Response-Contingent Human Behavior) is a model demonstration project at the Human Development Research and Training Institute in North Carolina. The project uses

response-contingent learning as a primary strategy for providing high quality, effective services to severely and profoundly retarded and multiply handicapped children, birth to six years of age, and their families. Both home and community-based services are provided three times per week. Priority is placed on demonstrating services to those infants and preschoolers for whom traditional methods of assessment and intervention are generally ineffective. Parents and other caregivers are actively involved in developing the child's program plan in order to promote consistency in implementing the program.

Inservice Training for Infant-Related Personnel. This priority supports projects that demonstrate innovative inservice training programs for personnel to provide services to handicapped and at-risk children from birth through age 2. Personnel to be trained under this priority include, but are not limited to, pediatricians and neonatal caregivers, including nurses, social workers, physical therapists, occupational therapists, speech pathologists, public health personnel, and parents. Within this priority, projects must focus on one or more of the following: a) establishing an inservice training program which focuses on training personnel to work as a team; b) ensuring the development of a curriculum that includes a multiagency approach to service delivery; or c) ensuring the development of a curriculum that includes a focus on the role of the family and the skills the family needs to participate as part of a delivery team.

The inservice training projects highlight training for the wide range of professional and paraprofessional personnel working with handicapped infants, including parents and medical students. The role of the family is stressed, as is the family systems approach. Models not only focus on multidisciplinary methodologies but include multiagency approaches and the involvement of State agency staff.

- The American Occupational Therapy Association is designing inservice training in early intervention for 1,000 occupational therapists. After identifying the roles, functions and competencies needed by occupational therapists in early intervention, project staff will develop a three-day educational program to be delivered nationally through 20 regional workshops. The educational program will focus on developing the knowledge, skills and attitudes necessary for occupational therapists to work effectively on an interdisciplinary team and collaborate with various agencies providing services to infants and their families. This project is designed to respond to the critical shortage of occupational therapists working in early intervention, identified as a problem by administrators of State Plan Grants.

- The Research Foundation of the State University of New York is developing an inservice model to train pediatric residents, neonatal intensive care nurses and pediatric nurses, and parent consultants to work together as a team with handicapped and at-risk infants and their families. The project focuses on training the participants to recognize early developmental disabilities to identify key screening and assessment instruments for evaluating at-risk infants, to communicate effectively with families of handicapped and at-risk infants, to use appropriate psychosocial interventions, and to participate effectively as members of a multidisciplinary team. Medical, nursing, educational and parent consultants will develop the curriculum. It is anticipated that approximately 200 infants and their families will be served annually through this project.

Experimental Demonstrations. Projects supported under this competition design investigative models that compare alternative educational practices related to early education services. Projects funded in 1987 are developing specific early intervention strategies and products for replication. The projects address early intervention practices, service delivery strategies, and public policies with the potential to improve early intervention for children from birth through age 2. For example,

- Project Ta-kos is an experimental demonstration project of the Alta Mira Specialized Family Services in Albuquerque, New Mexico. The project is developing an innovative inservice training model designed to increase the probability that handicapped or at-risk children from birth through 5 and their families can access and receive appropriate services in order to remain an integral part of their community. The inservice model will train parents, educators, therapists and health care professionals in an ecological approach integrating young handicapped children in settings with their peers. This ecological perspective includes three elements: the child in the family, the child and family within the educational or service delivery setting, and the child and family within the community. A local advisory board consisting of parents of handicapped children, Hispanic and Indian minorities, anthropologists, physicians, developmental specialists and experts in family systems will help develop the curriculum.
- In response to public and private concerns regarding the expense of early childhood intervention, Auburn University of Alabama has developed the Professional and Parent Paraprofessional Early Intervention Service Delivery Project to compare the outcomes and cost of two early intervention service delivery options. The first option is the provision of

services to infants and their families by a team of professionals; the second is the provision of services to infants and their families by trained parent paraprofessionals working under the supervision of the team of professionals. All infants and families are assessed and their Individualized Family Service Plans developed by the professional team. Approximately 60 infants who are at risk of developmental delay will be served by the project, half in each service option. The project will compare the two models in the areas of child skills, infant-parent interaction, parent perceptions, and cost.

b) Outreach Projects

An outreach component was added to HCEEP in 1972 to assist demonstration projects in communicating the results of their efforts on a State and national basis. Outreach goals were to promote and increase high quality services to preschool handicapped children and their families, and to stimulate the replication of the innovative models developed as HCEEP demonstrations. It was expected that successful demonstration projects would apply for outreach funds to replicate their models at the conclusion of the 3-year demonstration phase. To be eligible for outreach funding, projects must secure funds from other sources to support the direct services they provide to children and their families. With the passage of the Education of the Handicapped Amendments of 1983, eligibility for outreach support was extended to other programs with similarly documented model practices.

The outreach strategy is intended to serve a diffusion or linkage function. Each project starts with a model practice, the educational merits of which have been previously demonstrated through the collection of empirical evidence. Through outreach activities, information regarding the model practice is provided to other sites to facilitate their adoption or replication of the practice. Major activities of HCEEP outreach projects are awareness, product development and distribution, stimulation of high quality sites for service delivery, promotion of State involvement, training, and individualized consultative assistance. Examples of outreach projects funded in 1987 are described below.

- The John F. Kennedy Medical Center of Edison, New Jersey, is providing outreach services for young handicapped children through dissemination of its COPING model, a decision-making model to identify methods of coping with stress. The model is highly applicable because it can be used with diverse handicapping conditions, as well as with various service philosophies, resources and curricula. It emphasizes family involvement and is used by family and staff to develop and implement personalized service plans for the child and family.

- Williamsburg Area Child Development Resources of Virginia provides outreach services through training and technical assistance to local and regional programs leading to the replication of its Model Infant/Parent Program. The model, developed for use in rural areas, includes Child Find and Transdisciplinary Service Delivery Systems, consisting of team assessment, individualized child and family plans, and case management. This program also addresses the need for technical assistance at both State and community levels by providing technical assistance to State educational agencies, other State agencies and coordinating councils for the purpose of improving planning and directing comprehensive early intervention systems.
- The Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT) outreach project at the University of Illinois provides training to educators serving in replication sites across the nation. These educators, called replication specialists, in turn provide training in the RAPYHT model to parents and staff serving preschool handicapped children in a variety of other public and private educational settings. The RAPYHT model is a comprehensive approach to identifying mildly to moderately handicapped preschoolers, aged three to six years, who have potential talent but whose full development is impaired due to physical, sensory, social-emotional and/or learning deficits. Children are defined as gifted/talented if they show evidence of outstanding abilities in at least one of these areas: intellectual ability, creativity, leadership, visual/performing arts, academic ability or psychomotor skills. Intervention consists of special programming designed to nurture identified talent and promote development of the child's critical thinking skills and creativity.
- The Fathers Program provides outreach services through the Merrywood School for Disabled Children in Bellevue, Washington. This outreach program focuses on the interests and concerns of fathers of children from birth to five years of age with special needs. Fathers and children attend Saturday morning programs that provide a combination of education, father-child interaction, and peer support for fathers. Features of the program include a Father's Forum, play group activities for fathers and children, and guest speakers who discuss topics chosen by participants. The program is co-facilitated by two men, the father of a child with special needs and a special education teacher. The outreach services provided by Fathers Program staff include training and technical assistance in how to plan, organize

and produce programs for fathers of children with special needs.

HCEEP demonstration and outreach components are designed to interact with other HCEEP components to foster the development of a comprehensive service delivery system for young handicapped children. The demonstration projects, for example, interact with the HCEEP technical assistance component which assists demonstration projects in meeting their objectives. There is also significant interaction between the technical assistance and outreach components because HCEEP technical assistance providers often ask outreach projects to provide help to other HCEEP grantees. Because most outreach projects began as demonstration projects, there is a particularly strong linkage between demonstration and outreach components. Finally, demonstration projects are required to coordinate their efforts with the SEA. The purpose of the requirement is to increase States' awareness of the projects operating within their jurisdictions and ensure that demonstration staff are aware of overall State needs. Outreach projects must also coordinate their efforts with States in which they plan to provide services. It is anticipated that the demonstration and outreach projects, together with the other HCEEP programs, will continue to provide support toward the provision of a comprehensive, interdisciplinary early intervention service delivery program.

4. Personnel Development

Federally sponsored projects to support the preservice and inservice development of personnel are designed to address three goals:

1. To produce *more* personnel who are qualified to serve children and youth with handicaps. The number of qualified personnel should be sufficient to provide all children with handicaps the benefits of effective and appropriate education.
2. To improve the *quality* of personnel trained to serve children and youth with handicaps. The quality should be sufficient to enable children and youth with handicaps to attain their full potential for economic and social self-sufficiency.
3. To expand the *capacity* of the system for personnel development. The system's capacity should be sufficient to meet the above demands for quantity and quality of specially-trained personnel. (American Institutes for Research, 1987)

The Federal role in addressing these goals is to help States develop the capacity to meet personnel needs and supporting efforts which, due to limited State resources, are most appropriately undertaken on a national basis. The Federal Government is in a unique position to stimulate the personnel development system to respond to current and emerging needs. For example, the Federal Government can:

- focus resources and information on behalf of the system as a whole;
- provide a national perspective on current and emerging needs at all levels for particular types of specialized personnel, model programs, curricula, etc.;
- identify and encourage replication of state of the art practices in personnel preparation; and
- maintain national visibility for special education personnel development (American Institutes for Research, 1987).

The major Federal programs that address these goals are the preservice personnel preparation grants administered by OSEP's Division of Personnel Preparation, and projects for inservice training, curriculum development, and research administered through HCEEP.

a) Preservice Preparation of Personnel

One of the primary mechanisms for supporting preservice preparation of specialized personnel is a program of grants authorized by Section 631 of EHA, administered by OSEP's Division of Personnel Preparation. In FY 87 OSEP awarded grants to support the preservice preparation of personnel in several priority areas. Among these priorities were projects designed to improve preservice training opportunities for personnel providing early intervention services to infants and toddlers, and special education and related services for preschool children with handicaps. To serve children birth through 2 years of age requires competencies and skills which are qualitatively distinct from those needed to serve preschool age children (Bruder, 1988). Recognizing the need to develop preservice programs that specifically train infant interventionists, a priority was established to support the preservice preparation of personnel to serve children from birth through 2 years of age who are handicapped or at risk of being handicapped. Projects supported through this special grant competition as well as through other competitions administered by the Division of personnel Preparation are described below.

Preparation of Personnel to Provide Special Education and Related Services to Newborn Children and Infants. Established in 1985, this competition recognizes the need to train practitioners in techniques and strategies to support the development of handicapped infants in the earliest months of life, thereby assisting them to overcome problems which, if left unattended, could result in lifelong disabilities. The projects supported under this priority prepare personnel for employment in programs characterized by strong interaction of the medical, educational, and related-services communities, and by involvement of parents or guardians--the primary care-givers for their children. Projects often develop multidisciplinary programs of study for special education and related service

providers, jointly planned, implemented, evaluated, and staffed by education, health services, and medical personnel. Most projects train personnel from a variety of disciplines, such as nursing, social work, occupational and physical therapy, psychology, speech pathology, and special education, to become infant specialists.

The projects expand existing training programs for newborn and infant children by supplementing faculty, program content, and practicum sites; by developing new training strategies to be incorporated into ongoing programs; and by developing new training programs. Examples of projects supported under this priority include training programs for generic infant specialists, projects that provide for integrated programming across disciplines, and projects that focus on data collection, technical assistance, and dissemination of tested curricular materials.

The majority of projects are run by colleges and universities, typically from departments of special education, speech and hearing, psychology, nursing, and social work. Most university applications represent a coordinated effort of at least two departments at the university. Other organizations conducting projects include hospitals and private nonprofit agencies.

The FY 1987 priority addresses the need for preservice preparation of personnel and better integration of special education and related-services personnel into programming for newborn and infant children in medical settings, in the home, and in nursery schools. Fourteen new grants and 30 continuation grants were awarded. In almost all of the projects, departments within universities are collaborating on the programs. In several cases, the training institution is also cooperating with a hospital, local education and health agencies, and, in one case, the State educational agency. Approximately 116 persons will be trained at the masters level during the first year of these new projects. Highlights among grants funded in FY 87 include:

- The University of Connecticut Health Center will offer a Master's level program through the Pediatric Research and Training Center (PRTC) to students from 10 colleges and universities in the state. Students will enroll in training programs in early education, counseling, nursing, occupational therapy, physical therapy, social work and special education. Faculty will include the PRTC, University of Connecticut, and state agency staff.
- The University of Kentucky will train Master's level students in their Cross-Disciplinary Preparation in Infant and Family Intervention Program (CPIFI). The training will involve four departments--Special Education; Family Studies; Health, Physical Education and Recreation; and Nursing--in three different colleges (Education, Home Economics, and Nursing). No other program in Kentucky currently prepares students in infant intervention.

- Gallaudet University will offer several degree and certification options in its program to prepare educational specialists to work with handicapped infants and their care givers. These options include the MA in Education, dual State certification in education of the hearing impaired and early childhood education of the handicapped, and Council of the Deaf certification in infant and preprimary education. While the program focuses on the needs of hearing impaired and multi-handicapped infants, graduates will be prepared to work with the full range of handicaps.

Preparation of Special Educators. This priority supports projects designed to provide preservice training of personnel to serve as special educators. The competition includes the preparation of personnel trained in speech, language, and hearing impairments and adaptive physical education. The projects are designed to assist agencies and institutions in developing and maintaining quality training programs to alleviate the effects of shortages in the supply of fully certified special educators. Preservice activities include training for bachelor, master, and specialist degrees. The priority places no special emphasis on early childhood but some projects relate to this area. Some examples of early childhood projects newly funded under this competition are provided below.

- Arizona State University will develop an interdisciplinary master's-level preservice program to train professionals who can develop, implement, supervise and evaluate direct service programs for toddlers and preschoolers with special needs. The project will develop this interdisciplinary model at Arizona State, the largest teacher preparation institution in Arizona.
- At San Francisco State University, 40 students will be trained in a program to receive a Certificate in Early Childhood Special Education with an emphasis in one of three areas: infant intervention, preschool intervention, or family services. The program model is interdisciplinary and competency based, with a curriculum focus of working with the young child within the family context.

Preparation of Leadership Personnel. The leadership personnel priority supports doctoral and postdoctoral preparation of professionals to conduct training of personnel trainers, researchers, administrators, supervisors, and other specialists. Awards are up to 60 months and are for preservice training only. This priority recognizes the need for skilled doctoral and postdoctoral special educators and related-services personnel, and their importance to the continued growth of quality services for handicapped children and youth. Doctoral-level training applications typically propose programming for the preparation of a truly integrated professional. Postdoctoral work provides training in such areas as new technology and innovative approaches to developing special educators and related-

services personnel. The leadership priority relates to handicapped children and youth of all ages, however, some of the projects focus on early childhood. Examples of such training efforts currently being supported under this competition include:

- The University of Arizona Department of Speech and Hearing Sciences will train eleven doctoral and post-doctoral students through its Child Language Research Center's Personnel Preparation Project. The project will focus on research, teaching, clinical services and administrative services to facilitate language acquisition by mono-and bilingual preschool children handicapped by language disorders. It is expected that the teaching, publications, and presentations of project trainees and graduates will influence a large number of special educators and speech-language pathologists, resulting in more effective services to preschool language-handicapped children.
- The University of Michigan's training program in early childhood education will emphasize applied educational psychology and educational research. Students will receive a broad range of educational, practicum, and research experiences that will prepare them for roles as college teachers, program specialists, and policy analysts.

Preparation of Related-Services Personnel. This priority supports the preservice preparation of individuals who provide developmental, corrective, and other supportive services that assist handicapped children and youth to benefit from special education. These grants support the training of professionals and paraprofessionals such as assessment specialists, recreation specialists, health services personnel, school psychologists, social service providers, counselors, physical therapists, occupational therapists, volunteers, and other personnel who provide special education and related services.

These projects prepare personnel at the associate, bachelors, masters, or specialist levels. Training is preservice and leads to a degree or certification. It usually focuses on the educational aspects of related-services professions, and support through these grants is only for that portion of the curriculum that focuses on the provision of related services.

The priority is related to handicapped children and youth of all ages, however, one grant sponsored through this year's competition will directly benefit preschool handicapped children:

- The University of New Mexico is developing an interdisciplinary training program in the assessment of three- to five-year-old children. A multicultural, family centered approach will be stressed. Faculty will represent 10 of the university's academic departments from the College of Arts

and Sciences, Education, and Medicine. Emphasis will be placed on developing students' knowledge of normal/deviant child development; medical and neurodevelopmental aspects of infants at risk; administration and interpretation of early childhood assessment tools; regional cultural considerations in assessment; and multicultural considerations regarding families and children in Indian, Hispanic, and other cultures.

b) Other Personnel Development Initiatives

In addition to preservice training of personnel, efforts to improve the quality and number of specially trained personnel are also being supported by OSEP through projects for inservice training, curriculum development, and research. For example, as discussed earlier in this chapter, a priority over the past several years in the demonstration component of the HCEEP program has been inservice training for personnel currently involved in service delivery to infants with handicaps and their families.

Another major initiative was undertaken in FY 87 with the establishment of the Early Childhood Research Institute on Personnel, awarded to the Frank Porter Graham Child Development Center. Over the next five years, this institute will study effective procedures for educating professionals from diverse disciplines to work with infants with disabilities and their families. In addition, the institute will develop and evaluate the effectiveness of needed training materials and curricula, with an emphasis on working with families. This institute, as well as the other early childhood research institutes, will further contribute to improving the availability of qualified personnel through the training of graduate students who are expected to pursue careers in such related fields as personnel research, personnel training, and direct service delivery.

5. Technical Assistance

Since before the enactment of EHA-B, technical assistance systems have played a major part in the overall Federal effort to help States serve children with handicaps. Through such strategies as consultation, fostering of networks, product development and dissemination, and various techniques for problem solving, technical assistance has been provided to States in such diverse areas as comprehensive service delivery systems for students with severe disabilities, parent information and involvement, and the evaluation of the impact of programs and related services.

Technical assistance to States has been a special priority of OSEP for nearly a decade. As the knowledge base has increased, the scope of early childhood technical assistance has expanded from its early focus on individual projects to assisting States in the development of comprehensive, statewide, interagency service delivery systems. The remainder of this section briefly reviews this evolution and describes CSEP's recently established effort in this area.

a) Early Childhood Technical Assistance

Since 1971, technical assistance has played a significant part in the overall efforts of the Office of Special Education Programs to support the development and delivery of services to young children who are handicapped. That year, the Technical Assistance Development System (TADS) was established to assist HCEEP demonstration projects in achieving their objectives. The need for technical assistance increased over the next several years to serve the growing number of demonstration projects and the newly established State Implementation Grant program. As a result of this growth, a second technical assistance system, the Western States Technical Assistance Resource Center (WESTAR), was established in 1977. Both technical assistance systems were operational until 1982, each serving geographically diverse areas of the country. In 1982, when WESTAR was discontinued, TADS again became OSEP's primary designated external provider of early childhood technical assistance, serving demonstration projects and, on a more limited basis, outreach projects funded under the HCEEP program.

In 1984, as a result of the Education of the Handicapped Amendments of 1983, TADS was supplemented with a new technical assistance effort, the State Technical Assistance Resource Team (START), funded to provide support to the newly established Early Childhood State Plan Grant projects. Both the TADS and START technical assistance projects have been operated by the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill.

A 1986 goal evaluation of the HCEEP program conducted for OSEP by the COSMOS Corporation identified several goals for both the TADS and START efforts. Designed primarily to provide assistance to HCEEP demonstration projects, TADS established the following goals:

- to support each demonstration project using an individualized technical assistance process;
- to foster networking and the sharing of information among HCEEP projects;
- to support OSEP in its efforts to operate the HCEEP program;
- to contribute to HCEEP's goal of acting as a catalyst in bringing services to young handicapped children and their families;
- to facilitate the utilization of knowledge and sound practice; and
- to serve as a resource for early childhood educators and practitioners.

TADS provided assistance to demonstration projects and on a limited basis to outreach projects funded under the HCEEP program. The range of technical assistance provided to individual grantees varied according to the needs of the project. First-year demonstration projects received the most direct assistance: an on-site Comprehensive Program Review (CPR), to systematically review project operations and identify areas of needs; development of a technical assistance plan for the project; an orientation workshop; and the delivery of some needed services identified through the CPR process. As demonstration projects progressed through their second and third years, the emphasis of technical assistance by TADS shifted from the provision of direct services to support services. Support services to demonstration projects included telephone consultation, product development and dissemination, and workshops/conferences. The assistance received by outreach projects was limited to receipt of relevant publications, telephone consultation, information referrals and responses to requests for information. Technical assistance services delivered by TADS addressed such areas as program planning and evaluation, curriculum development, services to children, parent involvement, staff development, and project administration. In 1986, TADS was discontinued and some of its technical assistance activities continued under the START project.

START's primary goal has been to assist States in developing and implementing a plan for the comprehensive delivery of services to handicapped children from birth through age five and to their families. Additional goals identified by the COSMOS evaluation include:

- to promote collaboration and cooperation among programs and individuals involved in the provision of services to young handicapped children, via referral and networking across agencies and other Federal initiatives;
- to increase the awareness among grantees and others of proven program models; and
- to provide support to Early Childhood State Plan grantees and to function as a bridge between the State Plan grant coordinators.

START, which served all State Plan grantees, also uses an individualized approach for assessing the technical needs and developing technical assistance plans to address these needs. Strategies employed for providing assistance included on-site consultation, information searches, small group workshops and conferences, telephone consultation, teleconferences, and product development and dissemination. For both START and TADS, other technical assistance activities included facilitation of interagency coordination, contacts with other technical assistance providers, and project evaluation. The COSMOS evaluation found that of the two technical assistance projects, START was more active in interagency coordination because of the nature of the programs it supports. One emphasis of START's efforts was at the Federal level, where the project worked with Maternal

and Child Health, the Head Start Regional Access Project Network, and Regional Resource Centers to better coordinate the delivery of technical assistance services to the States. At the State level, START provided consultation and facilitated interagency meetings. At the local level, START provided consultation on involving local providers in the development of a comprehensive service delivery system.

The results of external evaluations of TADS and START were strongly positive, indicating high degrees of utilization of their technical assistance products and a positive impact on the ability of demonstration projects and State Plan grantees to meet their objectives. COSMOS also reported that most Early Childhood State Plan grantees interviewed for the HCEEP goal evaluation gave START highly favorable ratings, citing its influence on State preschool planning activities.

The 1986 Amendments to the Education of the Handicapped Act (P.L. 99-457) set forth the policy of the Congress to help each State develop comprehensive services for young handicapped children and their families. To facilitate this effort, in FY 87 OSEP established a new national early childhood technical assistance system (NECTAS), assuming functions of both TADS and START. This new approach expands the types of assistance to be provided, as well as the target audiences to be served, and directs all assistance through State agencies to assist them in expanding and improving services to young handicapped children. NECTAS's goals are:

- to help community agencies and other entities develop their capacity to provide high quality comprehensive services to all children with special needs and their families;
- to help each State accomplish its goals regarding comprehensive services; and
- to facilitate the national exchange of current research and best-practice information.

The Frank Porter Graham Child Development Center will operate this technical assistance system over the next 4 years in collaboration with several organizations involved in health, education, and family issues of young children with handicaps. Collaborating organizations are the Georgetown University Child Development Center, the National Center for Clinical Infant Programs, the National Association of State Directors of Special Education, and the National Network of Parent Centers. Whereas previous technical assistance activities supported by OSEP were limited to HCEEP grantees with demonstration or outreach projects, and to State grant recipients, NECTAS will place primary emphasis on providing assistance to State agencies and other entities to target assistance in areas of State-identified priority. The purpose of this emphasis is to provide the support necessary to States to meet their responsibility under EHA Section 619 and Part H to serve young handicapped children within the next several years. Demonstration and outreach projects will continue to be

appropriate recipients of technical assistance as part of each State's overall early childhood technical assistance plan.

b) Regional Resource Centers

Another source of technical assistance to States in early childhood education is the Regional Resource Center Program (RRCs). Launched in 1969, the RRCs assist States in developing, identifying, and replicating successful programs. Through their consultation, technical assistance, and training activities, six RRCs, each serving from seven to 15 States and territories, perform the following types of activities:

- consultation with SEAs and others to provide assistance in problem identification, and the design and implementation of proposed solutions;
- linking SEAs, professionals, and parents of handicapped children by conducting meetings; and
- dissemination of information on various topics by locating or developing materials.

The Education of the Handicapped Act Amendments of 1986 broadened the focus of the RRC program to include assistance to State efforts to provide early intervention services. Over the next four years, RRCs will be providing assistance to SEAs and, through them, to LEAs and other agencies responsible for early intervention services. In addition to the priority placed on early childhood services, RRCs are also providing assistance in the areas of SEA monitoring, service delivery in the least restrictive environment, parent participation, and transition of handicapped youth from school to work and adult life, as well as in areas of State-identified need.

The nature and scope of technical assistance provided by RRCs are determined primarily through a needs assessment process conducted with each State, which results in a technical assistance agreement. These agreements specify the goals and strategies in providing technical assistance on either an individual and multistate basis. In the recently completed needs assessment process, States identified a broad range of problems related to the development of a comprehensive system of service delivery. In order to meet these needs, RRCs will employ a variety of technical assistance strategies. For some needs, RRCs will convene statewide or regional conferences, or help States develop and implement a task force structure that involves personnel from multiple local and State agencies. For other needs, the RRCs will develop resource materials or locate existing materials in other States that can be used by an SEA or other agency. Among the types of needs States have identified this year, as well as proposed technical assistance responses are the following:

- **Need:** to increase the number and quality of personnel providing services to children from birth. **Response:** development of a Statewide plan for preservice and inservice training that involves university, State agency, and community based private and public service providers;
- **Need:** to improve interagency coordination in the development and delivery of early intervention services. **Response:** preparation of materials and procedures to train staff employed by various State agencies in the development of operationally oriented interagency agreements;
- **Need:** to determine the definitions to be used in identifying infants and toddlers with handicaps and those at risk of becoming educationally handicapped. **Response:** identification of alternative definitional criteria in use nationally that can be adapted and implemented by States;
- **Need:** to increase public awareness and understanding regarding the needs, benefits and opportunities for early intervention services for young children with handicaps. **Response:** development of media and materials that can be adapted by States;
- **Need:** to improve the ability of early childhood service providers to safely transport infants with handicaps. **Response:** identification of existing information resources which describe the transportation needs of infants and specialized methods for meeting those needs; and
- **Need:** to identify appropriate program components to meet the individual needs of preschool children with handicaps. **Response:** development of an information exchange system on a variety of programming models.

The RRCs will coordinate the delivery of technical assistance to States with the National Early Childhood Technical Assistance System in order to maximize the impact of Federal technical assistance and avoid duplication of effort.

Efforts To Assess And Assure The Effectiveness Of Programs Educating Children With Handicaps

One purpose of the Education of the Handicapped Act, as stated in Section 601(c), is to "assess and assure the effectiveness of efforts to educate handicapped children." Under the authority of Section 618(a)(1), the Secretary of Education must assess progress in the implementation of EHA-B, its impact, and the effectiveness of State and local efforts to provide free appropriate public education to all handicapped children and youth. As the basis for those assessments, the Secretary uses information from reviews of EHA-B State Plans applications, State efforts to implement EHA-B requirements, and educational programs provided by States and localities.

State educational agencies engage in similar assessment efforts. In order to receive EHA-B funds, eligible State agencies, local educational agencies, and intermediate educational units (IEUs) submit applications for program funds to the SEA for review and approval. SEAs must monitor and evaluate programs assisted by EHA-B funds, as required by Section 76.101 of the U.S. Education Department General Administrative Regulations (EDGAR). Section 300.621(a)(2) of the regulations for EHA-B permits program funds to be used for those SEA activities. Under the 1986 amendments to the Education of the Handicapped Act, States may now use part of the State set-aside (formerly reserved for direct services) to support increased monitoring and complaint resolution efforts (see Section 611(c)(2)(A)(ii)).

This chapter describes Federal and State efforts to assess and assure the effectiveness of the education provided to handicapped children. The first part summarizes and updates the description in the *Ninth Annual Report to Congress* of Federal and State program reviews, which assess the development and implementation of programs that provide a free appropriate public education in accordance with Federal and State law. The remainder of the chapter reports on efforts to evaluate the effectiveness of those programs.

A. PROGRAM REVIEW

In order to carry out their responsibilities, Federal and State agencies have developed program review procedures to assure that policies and practices related to the education of handicapped children are consistent with Federal and State statutes and regulations. This section of the chapter describes the Federal procedures and findings associated with State Plan review and compliance monitoring.

The program review process has two parts--review of plans submitted by States for receipt of EHA-B State Grant program funds, and monitoring to assure adherence to State Plans and EHA-B program regulations. This section describes procedures instituted in the 1985-86 school year for submission and review of State Plans. It also contains a review of OSEP's revised compliance review system.

As indicated in the *Ninth Annual Report to Congress*, the purpose of the OSEP review is to identify and correct discrepancies between Federal statutory and regulatory requirements and State policies and practice. These OSEP compliance activities are not designed to promote exemplary or promising practices; the discretionary programs described in the previous chapter are designed for that purpose. The objective here is to provide a limited description of the progress being made nationally to serve all handicapped children, as well as give an indication of where progress is *not* being made. To be sure, States have made significant advancements in improving the availability and quality of education for all handicapped children. However, these improvements have been documented in previous annual reports to Congress as well as elsewhere in this volume.

1. State Plan Review

a) Review Schedule and Requirements

OSEP uses a staggered State Plan review schedule. The authority for this action is set out in Section 76.103 of EDGAR, which states:

If the Secretary determines that the 3-year State Plans under a program should be submitted by the States on a staggered schedule, the Secretary may require groups of States to submit or resubmit their plans in different years.

To implement the staggered State Plan procedures, States have been divided into three groups, according to OSEP's monitoring schedule. Group I was approved for one year (FY 87), Group II for two years (FY 87-88), and Group III for three years (FY 87-89). Subsequent State Plan submissions for Groups I and II, however, are for a 3-year period.

To ensure that States maintained their eligibility for funding during the conversion period, the following requirements for submission were met during FY 86:

- Groups I and II: Each State submitted a letter indicating that the unchanged portions of its FY 84-86 State Plan are incorporated by reference for FY 87, for States in Group I, as well as for FY 88, if the State is in Group II. Amendments that were subsequently approved by OSEP after the original plan was submitted could be incorporated by

reference. Also, in submission letters, the States identified any changes in its FY 84-86 plan that were not previously approved by OSEP and attached copies of the changes to the letter.

- Group III: Each State in Group III submitted a complete State Plan package.

During FY 87, complete plans were submitted by the States in Group I, as shown in Table 33. Under the staggered plan schedule, the States in Groups II and III ordinarily would not have been required to make any plan submissions in FY 87. Additional State Plan requirements resulted, however, from the enactment of the Education of the Handicapped Act Amendments of 1986. State Plans covering FY 88 had to reflect the requirements of that legislation prior to the granting of FY 88 EHA-B funds. Thus, all States had to submit State Plan amendments in the spring of 1987 to conform with the new legislation.

The following alternate procedure was used to allow FY 88 EHA-B grants to be awarded without delay to those States that did not have sufficient time to formally adopt plan amendments:

- States submitted, by May 15, 1987, a formal document of proposed amendments covering the State Plan sections described below;
- At the same time, States forwarded a schedule for the final amendments submission, which had to meet State and Federal requirements, such as the public hearing on the proposed amended plan;
- The Education Department conditionally approved the application and authorized grant payments once the federally required hearings took place according to the schedule, even if State requirements for formal adoption were not yet satisfied; and
- Unconditional approval was granted for all plans that met Federal requirements once all State requirements for formal adoption of the plan had been completed.

The paragraphs that follow discuss the additional State Plan requirements for FY 88 funding and describe problems noted during the review of State submissions.

Interagency Agreements. Section 613(a) of EHA-B was amended by adding a requirement that each State Plan establish interagency agreements between the SEA and other appropriate State and local agencies, for the purpose of defining the financial responsibility of each agency and for resolving interagency disputes. The dispute resolution procedures adopted by States also must allow LEAs to

TABLE 33**Assignment of States to State Plan Submission****Groups I-III**

Group I: State Plans submitted for FY 1988-90 in 1987:

Arkansas	Kentucky	Oklahoma
California	Louisiana	Rhode Island
Delaware	Maryland	South Carolina
Georgia	Massachusetts	Texas
Guam	Minnesota	Trust Territory
Hawaii	Nevada	Virgin Islands
Indiana	Ohio	West Virginia
Kansas		

Group II: State Plans for FY 1989-91 to be submitted in 1988:

Alabama	Mississippi	Oregon
Alaska	Missouri	Pennsylvania
Colorado	Nebraska	Tennessee
Florida	New Jersey	Vermont
Maine	New Mexico	Bureau of Indian Affairs
Michigan		

Group III: State Plans for FY 1990-92 to be submitted in 1989:

American Samoa	Montana	South Dakota
Arizona	New Hampshire	Utah
Connecticut	New York	Virginia
District of Columbia	North Carolina	Washington
Idaho	North Dakota	Wisconsin
Illinois	Puerto Rico	Wyoming
Iowa		

initiate proceedings under the agreement to secure reimbursement from other agencies or otherwise implement provisions of the agreement. Some SEAs did not complete the latter portion of these requirements, citing inadequate time to establish a proper dispute resolution mechanism. In such cases, OSEP required those States to provide the information by a mutually acceptable date. One State, however, did enact legislation to meet (and exceed) EHA-B requirements in this regard.

Personnel Standards. Section 613(a) was further amended by requiring State Plan policies to ensure that personnel necessary to carry out the purposes of EHA-B are adequately prepared. The policies must establish standards that are consistent with any other State recognized certification, licensing, or comparable requirements that apply to special education. The State is required to describe what steps it is taking to retrain or hire personnel to meet appropriate standards if current standards must be upgraded. In the 1987 submissions, some States did not consider the full range of professions represented in the special education delivery system and, as a result, failed to include procedures necessary to establish consistent personnel qualification standards. OSEP required those States to commit to a more comprehensive study and resulting standards.

Nonsupplanting. Section 613(a)(9) now contains an amended "supplement, not supplant" assurance. The amended provision requires the State, through the SEA, to assure that EHA-B funds will not be used to displace funds that would have been spent by other than educational agencies. OSEP provided a sample assurance statement for States to adopt to reflect this change.

Use of the State's "20 Percent" Portion of Its Set-Aside. Under EHA-B, States are allowed to retain up to 25 percent of their EHA-B allocation for State use. Approximately 20 percent of the total allocation may be used for direct and support services, whereas up to 5 percent of the grant may be used for administrative purposes. As amended, Section 611(c) of EHA-B expands the allowable use of the 20 percent portion to the extent that the costs of monitoring and complaint investigation exceed FY 85 levels. If a State desired to use the 20 percent portion of its set-aside for these newly permitted purposes, a description of the intended use was to be included in the State Plan section on use of funds, and the level of funds used for those purposes in FY 85.

Reduction of Other Assistance. Another amendment to Section 613 required the inclusion of language prohibiting States from construing EHA-B to permit reduction in medical or other assistance available, or to alter eligibility under Title V or Title XIX of the Social Security Act, with respect to the serving of handicapped children.

Responsibilities of Other State Agencies. States were provided guidance on complying with an amendment to Section 612(6), which clarified the SEAs responsibility for general supervision of all educational programs in the State serving handicapped children. The statutory language states that the SEA's responsibility for ensuring compliance with EHA-B

... shall not be construed to limit the responsibility of agencies other than educational agencies in a State from providing or paying for some or all of the costs of a free appropriate public education to be provided handicapped children in the State.

SEAs were not required to submit State Plan amendments to reflect the provisions of the Handicapped Children's Protection Act of 1986. The latter statute amended Section 615 of EHA-B by making awards of attorneys' fees available, under certain conditions, to parents and guardians of handicapped children. OSEP did, however, advise SEAs that it would be appropriate for LEAs and other public agencies to include a brief statement concerning the attorneys' fees provisions in information provided to parents in compliance with 34 CFR 300.506(c). The provision stipulates that, in certain circumstances, LEAs and other public agencies must inform parents of any free or low-cost legal and other relevant services available in the area.

b) Reviews of FY 88-90 State Plans

In addition to submitting the amendments described above, Group I States were required to submit complete State Plans for FY 88-90 in the spring of 1987. In the *Ninth Annual Report to Congress*, a description was provided of State Plan deficiencies that occurred fairly frequently among the Group III State Plans reviewed in the spring of 1986. Those areas requiring modifications involved:

- Public participation. Some State Plans had not been made available for public comment or the State had not conducted hearings in enough locations to meet the requirements for public hearings in the EHA-B regulations.
- Time latch on due process appeals. Several State Plans covering the period of FY 86-88 contained provisions that set time limits for an aggrieved party to a due process hearing to appeal that hearing decision ("time latch"). OSEP found that any time latch less than 30 days had to be either removed or extended to comply with EHA-B.
- Mediation as a barrier to hearings. While States may offer the opportunity for a parent to elect mediation to resolve a dispute with a public agency, forced mediation is not allowable as a condition of the right to a hearing.
- Defective notice to parent. More than half of the State Plans reviewed in FY 86 showed deficiencies in the content of the notice to parents.
- Monitoring procedures. More than half of the State Plans reviewed in FY 86 failed to demonstrate adequate monitoring procedures.

- LRE (least restrictive environment) assurances. In more than half of the 18 State Plans reviewed, assurances that handicapped children could be ensured placement in the least restrictive environment could not be met.

By contrast, the adjustments necessary in State Plans for FY 88-90 submitted by Group I States concerned quite different problem areas. More than half of the 22 State Plans reviewed required no changes or only minor, mostly technical additions or corrections. It should be noted that in Group I States, which were monitored during FY 87, the State plan review process did not cover areas of known deficiencies in State Plan procedures. Those deficiencies are to be addressed in State Corrective Action Plans and will be subjected to continuous review until remedied. Thus, with few exceptions, LRE assurances, monitoring procedures, IEPs (individualized education program), CSPD (comprehensive system of personnel development), and other areas reported later in this chapter under the Compliance Monitoring section are not discussed here.

Ten of the 22 State Plans reviewed in FY 1987 did present substantive problems that required more intensive scrutiny prior to approval. Generally, those problems fit into the categories explained below.

Due Process and Procedural Safeguards. Several State Plans needed modification of policies relating to due process hearings. Those modifications involved: ensuring that where the State has described a one-tier due process system, a State-level appeal is not required prior to filing a court appeal; removal of a requirement for a conciliation conference before a due process hearing is provided; deleting language that permitted a hearing official to decide if a child could attend a hearing involving that child's IEP claims; and clarifying that State Board of Education members may not conduct due process hearings under EHA-B. One State Plan had to be amended to provide the complete range of information to be included in parent notices; another lacked procedures to ensure nondiscriminatory evaluations. In two instances, States were asked to insert information concerning a parent's right to examine the child's educational records and to assure a reasonable time for parents to challenge a public agency's decisions.

Right to Education: Definitions of Handicapping Conditions. Five instances were found of problems in these areas. One State was asked to document interagency coordination to ensure the serving of handicapped children under the care of other agencies, such as State Departments of Human Resources or Corrections. Other States needed to modify their definitions of handicapped children with regard to language-impaired, deaf-blind, or autistic children to conform to EHA-B provisions.

IEPs. A few States needed to amend language describing the IEP requirements in order to demonstrate assurance of parents' rights. In one instance, corrections were needed to avoid giving the impression that IEPs could be written after placement of children in vocational education programs.

Privacy and Confidentiality. One State Plan did not contain any information concerning the rights of parents and children. Another State Plan did not adequately show that parents were ensured the right to deny disclosure of personally identifiable information concerning their handicapped children in the absence of a hearing decision.

2. Compliance Monitoring

During the 1986-87 school year, OSERS continued to refine the revised OSEP monitoring system that was initiated in 1984-86. The *Ninth Annual Report to Congress* included a detailed description of the new OSEP Compliance Monitoring System, and OSEP has monitored the 29 States listed in Table 34 using the significantly improved monitoring techniques.

OSEP's mechanism for determining SEA compliance with all Federal provisions and with the content of an approved State Plan is its Comprehensive Compliance Monitoring System. Section 616(a) of EHA-B requires the Department to withhold funds if the Secretary

finds (1) that there has been a failure to comply substantially with any provision of Section 612 or Section 613, or (2) that in the administration of the State Plan there is a failure (by a State) to comply with any provision... or with any requirements set forth in the application of a local educational agency or intermediate educational entity approved by the State educational agency pursuant to the State Plan...

Section 74.85 of EDGAR provides that site visits may be made as necessary by representatives of the Department of Education to "review program accomplishments and management control systems," and provide "such technical assistance as may be required."

a) OSEP's Revised Compliance Monitoring System

The OSEP Compliance Monitoring System emphasizes structured interaction with each SEA and is implemented through five components:

- Annual Performance Reports and Data Review;
- State Plan Review and Approval (discussed in the opening section of this chapter);
- Comprehensive Compliance Review;
- Verification of Corrective Action Plan Implementation; and
- Specific Compliance Review.

TABLE 34**States Monitored Since May 1985**

State	Monitoring Dates
Group I: South Carolina Louisiana Minnesota Kentucky California Hawaii Indiana Kansas Georgia Arkansas Ohio Maryland Massachusetts West Virginia Oklahoma Texas Nevada Rhode Island	May 6-10, 1985 June 10-14, 1985 July 8-12, 1985 August 19-23, 1985 September 19-27, 1985 September 15-28, 1985 November 18-22, 1985 December 9-13, 1985 January 13-17, 1986 January 21-24, 1986 January 27-31, 1986 February 3-7, 1986 March 10-14, 1986 March 23-28, 1986 March 31-April 4, 1986 April 14-19, 1986 April 20-25, 1986 June 2-6, 1986
Group II: Oregon Mississippi Florida New Jersey Alabama Vermont Tennessee Nebraska Colorado Maine Alaska	December 1-5, 1986 February 2-6, 1987 February 23-27, 1987 March 6-10, 1987 March 23-27, 1987 April 6-10, 1987 April 27-May 1, 1987 May 18-22, 1987 June 1-5, 1987 June 8-12, 1987 September 14-18, 1987

Annual Performance Report and Data Review. SEAs are required each year to submit to OSEP several types of information concerning the availability of special education programs within the State, including the number of children receiving special education and related services, exiting from special education, and placed in different educational settings. Other required information includes estimates of the anticipated transitional services needed for youth exiting school, an identification of the types of personnel currently employed and needed, a description of services needing improvement, and an analysis of the expenditures of State and local funds on special education. Information from other surveys, such as those conducted by the Office for Civil Rights and the Office of Adult and Vocational Education, is also used. By examining these data, OSEP is able to screen for potential compliance related issues, and to assist States in improving their own information systems for similar use. While this information is not used as a basis for determination of compliance, it is used to identify trends that may reflect problems in the implementation of Federal requirements.

Compliance Review. The periodic on-site review of SEA administration of EHA-B is the most extensive component of OSEP's program review system. A review includes an on-site visit to the SEA and on-site visits to selected educational programs within the State.

The review process is organized around six activities:

1. Providing notice of the monitoring schedule established for each school year. Specific dates for the visit are negotiated with each State. Formal notice of the scheduled monitoring activities is provided to the SEA and others well in advance of the site visit. The initial monitoring cycle (FY 85-87) was based on the intent to monitor all States within three years and to align the monitoring visits in accordance with the staggered State Plan review schedule. Beginning in January 1988, a revised plan schedules visits to each State by the end of FY 89, thus replacing the current three year schedule with a four year cycle. (The existing schedule for State Plan submission is unchanged.)
2. Identifying and selecting sources of data for assessing State compliance and developing the monitoring plan: before going on-site, OSEP monitoring teams review relevant information for evidence of State compliance. This activity begins with a review of the State Plan and other documents received from the SEA. In addition, information is obtained from such agencies as the Education Department's Office for Civil Rights, Office of the Inspector General, and Office for Vocational Education; the U.S. Department of Justice; and the Administration of Children, Youth, and Families. Following the review of these data, an OSEP monitoring team meets with SEA officials to discuss preliminary questions and to finish planning the on-site visit.

3. **Conducting the on-site review:** during the on-site review, the OSEP monitoring team: interviews SEA and LEA staff, reviews files and student records, and obtains data from other appropriate State and local service providers. A public meeting is held to provide an opportunity for interested persons to present statements regarding the State's implementation of its responsibilities. The team provides its preliminary findings to the SEA staff in an exit meeting.
4. **Assessing compliance:** after the site visit is concluded, the monitoring team analyzes all the available information and determines areas of noncompliance. If noncompliance is found, proposals are developed for corrective actions.
5. **Reporting monitoring findings:** a draft report is issued to the SEA for review and comment. The SEA has 30 days to respond to the accuracy and completeness of the report and state any concerns it has about the stipulated corrective actions. OSEP monitoring staff review any new information submitted by the SEA and, where appropriate, amend the report. A final report is issued to the SEA and distributed publicly.
6. **Approving the State's Corrective Action Plan (CAP):** if noncompliance is determined and reported to the SEA, a Corrective Action Plan is developed and submitted by the SEA to OSEP. The CAP responds to the OSEP compliance monitoring report by including, at a minimum: a) a description of steps to be taken by the SEA to correct deficiencies; b) a timeline for completion of all steps; c) an identification of any item needing clarification; and d) a detailed description of the documentation to be submitted verifying the correction of deficiencies.

Verification and Support of Corrective Action Plan. The procedures of this component are designed to ensure that all agreed-upon corrective actions are implemented and that the technical support which OSEP agrees to provide is delivered.

Specific Compliance Review. The specific compliance review is focused on those SEA administrative responsibilities which have been identified for indepth analysis by OSEP on the basis of compliance history, State Plan review, OCR and OSEP complaints, or analysis of annual data and performance report information. This component of the review system may also be used to resolve problems which States have identified as pressing. These reviews emphasize ongoing communication and may include State visits by OSEP staff or consultations with State officials in Washington. In instances where a problem requires more

intensive data collection, a specific compliance review may include on-site investigations at the State and local levels.

Additionally, OSEP may use specific compliance reviews to focus on one or more requirements in several States at the same time.

b) Findings Since May 1985 Monitoring Reviews: Most Common Noncompliance Problems

By September 18, 1987, the Division of Assistance to States had completed comprehensive compliance review site visits for 18 States in Group I and 11 of the Group II States (see Table 35). As of October 8, 1987, twenty-four reports of the findings of site visits had been issued. The findings of the monitoring reviews are summarized in Table 36, which presents the frequency of noncompliance with Federal requirements identified through OSEP monitoring. Also presented in the table is the status of those findings--that is, whether they are preliminary findings issued only in draft reports, or if they have been issued in final reports. As shown in the table,⁴ States showed frequent problems in meeting requirements in the following areas:

- o SEA monitoring
- o LEA applications
- o Least restrictive environment
- o Complaint management
- o General supervision

These findings of noncompliance, elaborated in the paragraphs that follow, incorporate findings reported in the *Ninth Annual Report to Congress*.

The information on the frequency of particular findings in Table 37 is divided into two groups. Group I States, visited through the end of FY 86, were monitored with respect to a broad range of areas, with particular focus on implementation in general supervision, SEA monitoring of LEAs, and least restrictive environment (LRE). Group II States, visited in FY 87, were monitored largely in five areas (SEA monitoring, LRE, IEPs, due process and procedural safeguards, and LEA applications), plus areas that came to the monitoring team's attention through complaints, written inquiries, public comment, or information obtained investigating the five core areas. This change was made in order to

⁴Because individual States are not identified, the table does not always show the number of different States represented in each area.

TABLE 35
Four Year Monitoring Cycle

Monitoring Visits During FY 85 and FY 86:

Arkansas	Kentucky	Oklahoma
California	Louisiana	Rhode Island
Delaware ^{a/}	Maryland	South Carolina
Georgia	Massachusetts	Texas
Guam	Minnesota	Trust Territory
Hawaii	Nevada	Virgin Islands
Indiana	Ohio	West Virginia
Kansas		

Monitoring Visits During FY 87:

Alabama	Maine	New Jersey
Alaska	Mississippi	Oregon
Colorado	Nebraska	Tennessee
Florida		Vermont

Monitoring Visits Planned for FY 88:

Arizona	Iowa	New Mexico
Bureau of Indian Affairs	Michigan	Washington
District of Columbia	Missouri	Wisconsin
Illinois ^{b/}	Pennsylvania	

Monitoring Visits Planned for FY 89:

Connecticut	New York	South Dakota
Idaho	North Carolina	Utah
Montana	North Dakota	Virginia
New Hampshire	Puerto Rico	Wyoming

a/ Includes pilot visit of Delaware for development of new monitoring procedures and technical assistance visits to Trust Territory, Guam, Virgin Islands, and American Samoa to assess and promote the full implementation of EHA-B.

b/ The visit to Illinois is projected for September 1988 (FY 88) or October 1988 (FY 89).

provide more emphasis on high priority areas. The table also reflects OSEP's practice of compiling a draft report, seeking the State's comment on the accuracy of the draft, and then issuing a final report.

State Educational Agency Monitoring. Each State is responsible for monitoring organizations in the State receiving funds under EHA-B. The comprehensive compliance review findings indicate that States have not adopted monitoring procedures adequate to identify deficiencies in the administration of special education programs.

State departments of education reviewed were found to have significant deficiencies in procedures for collecting or analyzing information at a level that would allow them to detect compliance failures. Although many of these deficiencies were related to the capacity to monitor local educational agencies, there were also problems with the monitoring of other public agencies (such as a State department of human resources) and private schools.

In addition, States for the most part had inadequate procedures for obtaining and reviewing other compliance information. This included accessing sources such as complaint files, hearing and court files and decisions, and evaluation and performance reports. In some cases, SEAs did not maintain documentation of monitoring and compliance activities in a retrievable or complete manner.

Further, OSEP found that procedures to assure the correction of program deficiencies were inadequate, resulting in some instances in poor implementation of States' existing enforcement authority.

SEA corrective orders in some cases were vague, and in other States there were no hearing mechanisms for LEAs to challenge SEA findings (as required by 34 CFR Section 300.194[a]).

In an effort to correct such problems, OSEP has required that each of the States involved develop specific procedures for determining if special education programs under its jurisdiction meet State standards as well as EHA-B and EDGAR requirements. The procedures include submission of detailed corrective action plans, revised monitoring procedures and instruments, written procedures to ensure the collection, analysis and maintenance of relevant information, adequate hearing procedures, and so on.

LEA Applications. SEAs are responsible for developing procedures that LEAs and other public agencies must follow when submitting applications for EHA-B funds. In addition, an SEAs procedures must include consideration of any due process hearing decisions against an applicant or any other previous actions to withhold funds from an applicant for noncompliance.

The OSEP monitoring teams found problems in the SEA review and approval process for LEA applications in 18 States. Some States had not adequately informed applicants of how to obtain EHA-B funds. Others lacked written procedures for evaluating LEA applications. Consequently, most review processes

TABLE 36

Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
1. State Educational Agency Monitoring			
● Adopt and use proper methods for monitoring agencies, institutions, and organizations responsible for carrying out special education programs in the State. Those methods should involve collection and analysis of information sufficient to identify the full range of deficiencies in public agency programs.	5	6	12
● Adopt and use proper methods to correct deficiencies discovered through monitoring.	5	6	10
● Adopt and use adequate procedures for enforcement of legal obligations imposed on responsible agencies.	5	5	7
● Maintain monitoring and other records for five years after project activities are completed.		4	

Note: Some States were not monitored in all 15 areas. For Group II States, the core areas investigated were: SEA Monitoring, LEA Applications, LRE, IEPs, and Due Process and Procedural Safeguards. Eleven of the 29 States monitored during FY 85-87 have received preliminary findings in Draft Reports, but have not yet received Final Reports. Information from Draft Reports on these States is reflected under the heading "Preliminary," since final findings are not yet available. The other 14 States have received Draft as well as Final Reports. Information from the Final Reports on these States is reflected under the heading "Final."

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
2. Local Educational Agency Applications			
● Adopt and use adequate procedures, including criteria for reviewing applications.	5	5	5
● Disapprove LEA applications that do not comply with applicable Federal statutes and regulations.	5	5	8
● Develop procedures that reasonably inform applicants of requirements for approval of applications.	4	4	3
● Provide notice and opportunity for a hearing before disapproving application.	1		1
● Assure correct procedures used for significant amendments to an LEA application.	3	4	3
● Consider any decision resulting from a due process hearing that was adverse to the applicant before approving an application for EHA-B funds.		1	
● Require assurances from LEAs of compliance with EDGAR.	1	3	2

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
3. Complaint Management			
● Adopt and use written procedures consistent with EDGAR rules for receiving, managing, and resolving complaints.	2	1	6
● Effectively resolve complaints to ensure compliance with State and Federal requirements.	1		
● Establish time limits for complaint resolution.	1		2
● Establish criteria for allowing extension of time limits for complaint resolution.	1		2
● Include in the complaint management process procedures that provide parties the right to request from the Secretary of Education (U.S.) a review of the State's final decision.	1		1
4. General Supervision			
● Ensure free appropriate public education provided according to State and Federal standards to handicapped children and youth and that each such education program in the State is under the general supervision of SEA officials responsible for handicapped education programs.	3	2	3

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
4. General Supervision (cont'd)			
● Ensure that such programs meet education standards of the SEA and EHA-B requirements.	2	1	2
● Assure that public agencies retain records necessary to demonstrate that applicable requirements are met.	4		5
● Adopt and use a proper method for disseminating information on program requirements and successful practices.	5		4
● Assure that each public agency adopts and uses appropriate methods for coordinating special education programs and projects within its jurisdiction.	1		3
● Ensure that State advisory panel: meets as needed to conduct business; submits required reports; and serves without compensation.			2
● Ensure that qualified special education personnel are assigned in all schools.			1

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
<hr/>			
5. Due Process and Procedural Safeguards			
● Ensure that each public agency establishes and implements procedural safeguards that meet Federal requirements.	1	4	3
● Ensure that, except for preplacement evaluation and initial placement, consent is not required as a condition of any benefit to handicapped children or their parents.	1	2	
● Ensure that parents of handicapped children are afforded the opportunity to inspect and review all educational records with respect to the child's identification, evaluation, educational placement, or provision of a free appropriate public education.		1	
● Ensure that parental consent is obtained prior to preplacement evaluation or initial special education placement.	1		

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
5. Due Process and Procedural Safeguards (cont'd)			
● Ensure that agencies provide parents with written notice within a reasonable time before acting on a proposal or refusal to initiate or change a handicapped child's identification, evaluation, placement, or to provide or deny a free appropriate public education.	1	3	1
● Ensure that agencies provide parent notice that includes a full explanation of all procedural safeguards available to parents.		6	
● Ensure that the written notice to parents provided by public agencies contains adequate descriptions and explanations of agency proposals or refusals relating to the child's identification, evaluation, placement, or provision of a free appropriate public education.		3	
● Ensure that those entitled to due process hearings (parents and agencies) are able to initiate a hearing.	1		

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I Group II (N=5) (N=6)		Final Group I (N=13)
5. Due Process and Procedural Safeguards (cont'd)			
● Ensure that due process hearings are conducted, and decisions rendered, within required timelines.	1	1	
● Ensure that an aggrieved party to a due process hearing has the right to appeal to the State (two-tier system).	1		1
● Ensure that any reviewing official examines the entire record.		1	
● Ensure that hearing officials conducting a hearing are impartial and that a list of their names and qualifications is available.		1	
● Establish procedures to ensure that hearing decisions are final unless appealed.		3	
● SEA and all other public agencies ensure that EHA-B administrative hearing rights are afforded if a hearing is conducted as part of an appeal.	2	1	1
● Ensure that findings and decisions of due process hearings are transmitted to the State Advisory panel.	3		2

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
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5. Due Process and Procedural Safeguards (cont'd)			
● Ensure an impartial review of a due process hearing and that the reviewing official's decision is final.			1
● Ensure that efforts at mediation of disputes are offered as a voluntary, not a mandatory, step prior to conducting a formal due process hearing.		1	
● Ensure that parents involved in hearings be given the right to have the child who is the subject of the hearing present at the hearing and to open the hearing to the public.		1	
● Ensure that each public agency establishes and implements pro- cedural safeguards that ensure parents are afforded rights relating to the independent educational evaluation.		1	
● Ensure that parties aggrieved by findings and decisions know of/are aware of the right to bring a civil action in State or Federal court.		1	

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
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7. Child Count			
● Submit to the U.S. Department of Education child count reports that comply with EHA-B requirements.	2		5
● Establish and implement procedures to ensure that ineligible children are not included.	1		3
● Provide adequate procedures for monitoring and verifying agency child counts.	2		2
8. Program Evaluation			
● Adopt and implement adequate procedures for evaluating, at least annually, the effectiveness of programs, including evaluation of IEPs.			1
● Procedures adopted are adequate to ensure program evaluations yield information useful for program improvement.			2

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
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9. Least Restrictive Environment			
Ensure that each public agency establishes and implements procedures that meet Federal requirements for educating handicapped children in the least restrictive environment, including:			
● To the maximum extent appropriate, children who are handicapped are educated with nonhandicapped children.	5	5	8
● Removal of children with handicaps from the regular educational environment occurs only after consideration has been given to education in regular class and it has been determined that the IEP goals cannot be met there with the use of supplementary aids and services.	5	6	10
● Handicapped children are not removed from the regular educational setting without valid justification.	6	5	10
● Placement decisions are not made on the basis of the category of the child's handicapping conditions, for administrative convenience, or prior to the development of a completed IEP.	5	4	8

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Preliminary Group II (N=6)	Final Group I (N=13)
9. Least Restrictive Environment (cont'd)			
● Placement decisions are made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.	1	4	5
● A continuum of alternative placements is available to implement each child's IEP.	1	1	3
● Each handicapped child's educational placement is determined at least annually.	1		2
● Approvable LEA applications set forth procedures for implementation of IEP requirements and describe the number of handicapped children within each disability area served in each type of placement.			1
● Requirements regarding education of children in the least restrictive environment are effectively implemented in private and public institutions by making arrangements with both to ensure the rights of resident children.	1		

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
<hr/>			
9. Least Restrictive Environment (cont'd)			
● Provide full information to teachers and administrators about their responsibilities for implementing the least restrictive environment provisions; provide necessary technical assistance and training to ensure implementation.	1	4	2
● Placement decisions conform with other applicable Federal requirements, including using information from a variety of sources.		3	
● Each handicapped child's educational placement is as close as possible to the child's home.			1
● Each public agency takes steps to ensure that handicapped children participate, to the maximum extent appropriate, in the various non-academic and extracurricular activities offered by the agency.	4	1	5
● Public agencies take steps to ensure that each handicapped child has available to them the variety of educational programs and services available to non-handicapped children in the area they serve.		1	4

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
10. Surrogate Parents			
● Adopt and implement procedures for ensuring that each public agency has a method for selecting and appointing surrogate parents in accordance with applicable Federal criteria.	3	3	1
● Assure that persons assigned as surrogate parents are not employees of a public agency involved in a handicapped child's education or care.	1	1	2
11. Comprehensive System of Personnel Development (CSPD)			
Establish policies and procedures adequate to fulfill all CSPD requirements, including:			
● Description of the CSPD responsibilities of the SEA and other involved agencies and institutions.		1	
● Reliable methods for ascertaining the availability of sufficient numbers of qualified personnel.	2		2
● A process for conducting the annual training needs assessment and using those results in CSPD implementation.	2		3

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
11. Comprehensive System of Personnel Development (CSPD) (cont'd)			
● Procedures used in evaluating the effectiveness of the inservice training provided.			1
● Description of SEA responsibil- ity in disseminating information about significant and promising educational practices and materials resulting from research and the criteria for selection of such practices.	2		2
● Description of the technical assistance provided to LEAs for CSPD implementation and pro- cedures for responding to requests for such assistance.	2		2
● Procedures for funding CSPD, including methods for obtaining funds and criteria for awarding funds.			1
● Procedures for developing and conducting inservice training programs that meet Federal criteria.	2		2

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
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11. Comprehensive System of Personnel Development (CSPD) (cont'd)			
● Criteria for obtaining contractual services with other agencies or institutions of higher education to carry out innovative or experimental CSPD programs.			1
● Demonstration that institutions of higher education, and other agencies or organizations, have the opportunity to participate fully in development, review, and annual updating of CSPD.	1		1
12. Administration of Funds			
● Assure that each recipient maintains records that fully show how grant funds are used, total program costs, other funds used, and need for audits.	1		1
● LEA requests for use of an indirect cost rate are approved in accordance with applicable cost accounting procedures.	2		3
● Assure LEAs use EHA-B funds only for excess costs of special education and related services provided to handicapped children.	2		1

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
12. Administration of Funds (cont'd)			
● Adopt and use adequate policies and procedures to ensure that EHA-B funds are spent and administered in accordance with applicable law, including:			
- Non-commingling	1		
- Proper computing of excess cost formula for consolidated program applications		1	2
- Obtaining prior approval as required for certain expenditures.	1		1
- Expenditures only for programs that serve handicapped children.		2	2
- Properly administering each program and avoiding illegal, imprudent, wasteful, or extravagant use of funds by the State or other agencies.			1
13. Individualized Education Programs (IEPs)			
● Adopt and use procedures for monitoring and evaluating the manner in which IEPs are developed, implemented, reviewed, and revised.	1	1	2

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I Group II (N=5) (N=6)		Final Group I (N=13)
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13. Individualized Education Programs (IEPs) (cont'd)			
● Ensure that an IEP is developed and implemented for each handi- capped child placed in or referred to a private school or facility by a public agency or enrolled in such placement by the parents.		2	
● Ensure that IEPs contain all required information.	1	5	1
● Ensure that parents attend IEP meetings or are given opportunity to participate by other methods when unable to attend.	2	3	2
● Ensure that parents are given an opportunity to fully participate in developing or revising the IEP considered in the meeting.		1	1
● Each public agency establish and implement procedures to ensure that an IEP meeting is held and an IEP developed prior to providing services to a child.	1	1	2
● Ensure that other required participants are present at IEP meetings.	2	1	1

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary		Final Group I (N=13)
	Group I (N=5)	Group II (N=6)	
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13. Individualized Education Programs (IEPs) (cont'd)			
● Ensure that IEPs include provisions that make available physical education services, specially designed if necessary, to each handicapped child.	2		1
● Ensure that each public agency provides special education and related services to handicapped children in accordance with their needs as determined by the child's most current evaluation and IEP.	2		
14. Student Evaluation			
Adopt and implement procedures to ensure that evaluation procedures that meet Federal requirements are used for all handicapped children, so that:			
● Evaluations are conducted in accordance with those requirements before an IEP is developed and any action taken regarding initial placement.	1		
● Evaluation materials are provided and administered in the child's native language or other mode of communication unless clearly not feasible to do so.			1

Table 36 (continued)

**Frequency of Group I and Group II States' Noncompliance
with Federal Requirements as Identified in
EHA-B Compliance Reviews**

Federal Requirements Monitored Noncompliance Found	Preliminary Group I (N=5)	Group II (N=6)	Final Group I (N=13)
14. Student Evaluation (cont'd)			
● Reevaluations are conducted within a three-year time period.	1		
● Reevaluations are complete and conducted by multidisciplinary teams.	1		
15. Privacy and Confidentiality			
● Assure that responsible agencies provide training or instruction to all appropriate persons regarding State policies and procedures for protecting parent and children's rights.			2
● Ensure that parents are notified of their rights to confidentiality of information on an annual basis, including the right to file a complaint with the Secretary under the Family Educational Rights and Privacy Act of 1974.	2		2

lacked a procedure for determining if applicants meet each requirement of the law, and/or a procedure for verifying that significant amendments to LEA applications had been made properly. As a result, a sampling of LEA applications by OSEP monitoring teams revealed many that failed to meet EHA-B regulations.

OSEP's monitoring of corrective actions included 1) reviewing the comprehensiveness and explicitness of the SEAs revised application procedures, making sure that each SEA provided applicants with these updated procedures; and 2) examining a sample of the first group of applications or amended applications approved under an SEAs revised procedures to make sure that they meet all Federal requirements.

Least Restrictive Environment. Each State is responsible for ensuring that each public agency serving handicapped students meets the Federal requirements for educating those students in the least restrictive environment (LRE). A primary requirement is to educate, to the maximum extent appropriate, children who are handicapped with children who are not handicapped. The removal of handicapped children from the regular educational environment occurs only when the nature of a handicap is such that education in regular classrooms (with supporting services) cannot be accomplished.

Based on site visits conducted by OSEP monitoring teams, virtually every State had significant problems in meeting its LRE responsibilities. In some States, problems are statewide, and evidence suggests that States have not established procedures to ensure that the removal of handicapped children from the regular educational environment is justified. In this policy vacuum, there are no corresponding standards that public agencies can consult to document and justify placements in restrictive educational environments. LEA applications are consequently approved without any indication that removal of students to segregated educational settings will be documented and justified.

Reviews of some individual student records in these States also revealed a substantial lack of evidence that LRE is even considered before a placement is made. On the contrary, some placements seem to be made on the basis of the handicapping condition or for administrative convenience. In some cases, it appears that a placement has been determined prior to the development of a complete individualized education program (IEP).

Because of such deficiencies, monitoring teams found that in some States a child's placement depended on which LEA was making the placement. Whereas children with a certain handicapping condition in one LEA might be placed in a variety of settings in accordance with individual assessments, children in another LEA might automatically be assigned to one specific setting determined by that handicapping condition.

An important corollary of the LRE requirement is that handicapped children should participate with children who are not handicapped in nonacademic and extracurricular activities, to the maximum extent appropriate to a child's needs.

Given the other findings in regard to LRE, it is not surprising that this consideration was often ignored.

The corrective actions initiated by OSEP in response to these LRE findings anticipated that States would need to invest more effort and time than would be necessary for corrective actions required in most other areas. Not only are States being required to develop detailed policies for public agencies, but they are also being asked to ensure that all other affected public agencies understand these requirements.

OSEP will review each State's amended LRE policies as well as materials used to inform appropriate personnel in other agencies on how to implement LRE responsibilities. Each State will also be required to submit a written assurance that all appropriate personnel within that State have received the required information.

Complaint Management. Each SEA is responsible for resolving any complaint that the State or any public agency receiving EHA-B funds is violating a Federal special education statute or regulation. In three States, an OSEP monitoring team found that State policy operated to bar access to the complaint process in some instances. Complainants were informed that their cases would not be handled except through the due process system.

Among the problems found in some States' complaint management procedures is the 60-day limit for investigating and resolving a complaint. In some cases, the State did not inform the complainant of the 60-day rule.

Another problem arises from the fact that Federal regulations require that a complaint must be in writing, signed, and contain a statement that a State or subgrantee has violated a statute or regulation. Some SEAs did not inform complainants of these requirements, and did not act on complaints lacking one of these elements. A complaint that was otherwise sufficient but lacking a signature, for example, would not be investigated. Some States also failed to inform complainants of the right to appeal the decision of a State on a complaint to the Secretary of Education.

There were instances where an OSEP monitoring team found that a State lacked written complaint management procedures and, in fact, was doing very little to implement a complaint management system. In those instances OSEP has given the State a brief period of time to remedy the shortcomings and submit documentation. However, in most cases, corrective actions required States to improve the process by more thoroughly informing complainants about requirements and rights.

General Supervision. Each SEA is responsible for ensuring that all special education programs are under the general supervision of the authorities responsible for special education in the SEA and meet the education standards established by the SEA. This includes programs administered by any other public agency within the State. Each SEA is further required to ensure that it and all

other public agencies receiving EHA-B funds retain, for at least 5 years, any record needed to demonstrate that these general supervision requirements are being met.

Fourteen of the Group I States and two of the Group II States monitored did not fully meet the general supervision requirements. Some SEAs had no policy on retention of records for the requisite 5-year period, either for the SEA itself or for the SEAs subgrantees. Some States had problems documenting the general supervision of a particular type of institution, such as a special school or intermediate unit, as opposed to an LEA. Other States had no means of disseminating information to other agencies on program requirements and successful practices. The most disturbing finding was that in six States, children and youth in special purpose facilities (such as correctional facilities or mental health institutions) were not ensured a free appropriate public education consistent with EHA-B or State standards.

The corrective actions required by OSEP varied depending on the extent of the problem within a State. In some States, it was only necessary to ask for an improved plan for the retention of records and the dissemination of pertinent information. In other States, the development of a more elaborate document was necessary, including a clarification that the SEA has been given specific authority for general supervision of special education services within the State. This extends to the authority to correct deficiencies and enforce legal obligations regarding other public agencies in the State.

c) *Findings Since May 1985: Less Common
Noncompliance Problems*

In the following areas, a variety of noncompliance problems were found, but these occurrences generally were confined to a minority of the States monitored.

Due Process and Procedural Safeguards. Each SEA is responsible for ensuring that it and each public agency within the State establish procedural safeguards that meet the requirements of Federal law. Most of the States visited have elaborate systems of procedural safeguards in place in response to the due process requirements of EHA-B. Significant parts of these systems were functioning in a manner consistent with provisions of EHA-B, but due to the complex nature of these requirements, most States had deficiencies in one or more aspects of their procedures.

For example, some States were deficient in transmitting hearing findings to the State Advisory Panel as required by EHA-B. Another State failed to adequately demonstrate the impartiality of officials reviewing hearings on appeal. Others fell short in having time limits that were too short to allow parties to a hearing to adequately exercise their rights.

In some States, there were problems with the adequacy of the notices and other information on due process rights being given to parents. Several States

could not document that required notices prior to evaluation or placement were always given or that, in cases where there were notices, they contained the required explanation of all procedural safeguards available to parents.

Other deficiencies covered a broad range, and no single problem was prevalent. Problems identified in one or more States included failing to inform parents of free or low-cost legal or other services; not giving parents the option of having their child present at a hearing or opening the hearing to the public; not assigning surrogate parents in all of the situations where a surrogate parent is called for; not assuring the impartiality of hearing officers, appeals review officer, or surrogate parents; failure to guarantee that while any administrative or judicial proceeding is pending, the child involved remains in his or her current educational placement; not requiring the appeals review officer to examine the entire hearing record (limiting the review to the written findings of fact and the decision); or allowing the chief State school officer to make a final determination on an appeal.

In most cases, the corrective action required by OSEP was relatively limited, since it required only one or two discrete modifications. As necessary, States were required to modify or revise those parts that were not consistent with EHA-B. They were also asked to document that other agencies in the State providing EHA-B procedural safeguards had been informed of the change. In a few cases, SEAs were asked to develop manuals to assist other agencies in implementing the more major and complicated changes.

Surrogate Parents. EHA-B regulations require that a public agency responsible for the education of a handicapped child assign an individual to act as a surrogate for the parents of the child when needed. A surrogate parent is needed when the child's parent cannot be identified, where the public agency cannot discover the whereabouts of a parent, or where the child is a ward of the State. Further, a surrogate parent must have no interest that conflicts with the child's and have the knowledge and skills to adequately represent the child.

In a substantial number of the States monitored, no significant deficiencies were found in the system of assigning surrogate parents. In those States where shortcomings were discovered, one problem was the failure to assure that individuals selected as surrogate parents had no conflict of interest and were not employees of any public agency involved in the education or care of the child represented. In another instance, it was found that a State had no procedures for determining whether a surrogate parent is needed, and lacked a method for selecting parents in accordance with the applicable criteria.

OSEP's corrective actions have required a few States to amend surrogate parent regulations to prevent the appointment of individuals proscribed by Federal regulations. Where more serious problems were found, the SEAs involved were required to adopt the needed written procedures, submit them to OSEP for approval, disseminate the approved procedures to each public agency in the State, and provide technical assistance to the other public agencies on how to implement

them. Finally, the SEAs must submit a written assurance that each child needing a surrogate parent has had one appointed who meets the Federal requirements.

Child Count. Each State is responsible for reporting to the U.S. Department of Education by the first day of February of each year the number of children with handicaps, aged three through 21, who are receiving special education and related services. This report must be compiled and submitted in accordance with Federal requirements.

In order for a child to be counted by a State

- 1) the child must have a handicapping condition as defined by EHA-B, and
- 2) a public agency must be providing the child with special education services.

In addition, children counted under certain other Federal programs should not also be counted for EHA-B purposes. Consequently, a State must have verification procedures to document that the EHA-B child count is accurate.

States visited generally appeared to be making a good-faith effort to produce accurate child counts. While there was little evidence that there were substantial inaccuracies in the counts, less than a majority of the States monitored had adequate verification procedures.

In some States, the SEA was assisted in its verification activities by LEAs or independent auditors. In some of those instances, the SEA could not demonstrate that it was aware of the methodology being used by the LEAs or auditors to verify the data. In other instances, SEAs had established procedures for the verification of child count data, but could not document that these procedures were, in fact, being used by other agencies as required.

OSEP has given assistance to those States with deficiencies in their child count procedures. In a few States where the monitoring results suggested that a State's count contained substantial errors (such as counting children for more than one Federal program or counting children with multiple handicaps under more than one category of handicapping condition), the State has been asked to do more than simply bring child count and verification procedures up to Federal standards; in those States, the new procedures will be applied retroactively to the three most recent child counts. If any instances of erroneous receipt of EHA-B funds are disclosed, the SEA involved will be asked to remit the overpayment to the U.S. Department of Education.

Administration of Funds. Each State has certain responsibilities in the handling of EHA-B funds. In general, the requirements are aimed at ensuring that EHA-B funds are used only for educational programs serving children who are handicapped. This includes procedures to document that each recipient of EHA-B funds maintains records that show the funds received, how the funds are

used, the total costs of the funded program, and the share of those costs funded from other sources. The SEA is also responsible for approving, on an annual basis, all requests made by LEAs for use of an indirect cost rate in accordance with applicable cost accounting procedures.

On the basis of the States monitored, it appears that most SEAs have in place the necessary accounting procedures to document that they are using EHA-B funds properly. There are problems in some States, but most of these are of a technical nature. For example, in some States, gifted and talented programs are administered by the same office that administers programs for children who are handicapped. While all of these children are "special" under State definitions, some do not meet the eligibility definitions of EHA-B. In this type of situation, there can be some technical problems in ensuring that EHA-B resources are only used for EHA-B related activities.

Similarly, in situations where there are State, local, and other Federal funding sources as well as EHA-B money, some SEAs have had problems clearly documenting that there is no commingling of EHA-B funds with funds from any other source. There have also been instances where SEAs have had difficulty in computing certain costs under EHA-B, such as the "excess costs." This is in response to the regulation that limits LEAs to only using EHA-B funds for the excess costs of providing special education and related services for handicapped children.

It also appears that in some States, SEAs have routinely approved indirect cost rates for LEAs without having a means of determining that the rates requested are reasonable.

Most of the deficiencies discussed were susceptible to corrective action and short-term technical assistance. In only one State were deficiencies of such a pervasive nature that OSEP's findings were referred to the Department's Office of the Inspector General for further investigation.

OSEP State Plan and compliance monitoring procedures are continuously being reviewed and refined based on experience and systematic feedback obtained from SEAs, LEAs, parents, and professional and advocate organizations. Since the 1985-86 school year, OSEP has initiated technical assistance through the Regional Resource Center program to encourage States to review, refine, and, when necessary, develop operational standards for assuring the implementation of EHA-B requirements. OSEP's program review activities have progressed from intermittent to continuous oversight, as a result.

B. PROGRAM EVALUATION: FEDERAL EVALUATION EFFORTS

1. Mandated Studies

a) Special Study on Special Populations

Section 618(f)(4), added by the 1986 amendments to the EHA, requires that the Secretary of Education, in the *1988 Annual Report to Congress*, "include special sections addressing the provision of a free appropriate public education to handicapped infants, toddlers, children, and youth in rural areas and to handicapped migrants, handicapped Indians, handicapped Native Hawaiian, and other native Pacific basin children and youth, handicapped infants, toddlers, children and youth of limited English proficiency."

Over the coming year, OSEP will analyze data bases on handicapped children and youth among special populations. Gaps in the data will be identified, and problems in sampling or methodology and unique characteristics of special populations data bases will be noted. OSEP will also develop a catalog of the characteristics of available data bases and establish research priorities for data collection and analysis.

Additionally, a conference soliciting papers from experts in this field will be convened to identify barriers to the provision of FAPE to special populations. Initial data are anticipated for the *Eleventh Annual Report to Congress*.

b) Study of Programs of Instruction in Day and Residential Facilities

Section 618(f)(2)(E) of the EHA requires that the annual report include "an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit ... to improve programs of instruction for handicapped children and youth in day or residential facilities." To address this requirement, OSEP is conducting a three-year study which will explore the characteristics of children served in separate day and residential facilities, the nature and amount of educational and related services received by these children, opportunities for integration that exist within separate facilities, the movement of children in and out of such facilities, and the quality of services, staff, and facilities in general.

The study will include a sample of 5,900 private and public day and residential facilities, an examination of procedures to improve instructional programs in separate facilities in eight States, site visits at 24 facilities in eight States to examine changes in facility educational practices, and a survey of State procedures in all 50 States.

By surveying State educational agencies and a sample of separate facilities, and by comparing the data with that obtained by the Office of Civil Rights in a 1978-79 study, improvements in services in day and residential facilities will be

documented. Initial data will be available in the *Eleventh Annual Report to Congress*.

c) *Longitudinal Study of Secondary and Postsecondary Students with Handicaps*

The EHA Amendments of 1983 directed the Secretary of Education to conduct a longitudinal study of a sample of handicapped students as part of the mandated evaluation of EHA-B. This study is focusing on the educational, vocational, and independent-living status of a sample of secondary students aged 14 to 22, and examining the educational experiences of these students in secondary school, as well as their transitional status and progress after leaving school.

Five major research questions guide the study:

Descriptive Issues

1. What are the personal and family characteristics of secondary-age handicapped youth?
2. What status do handicapped youth attain while in school and afterward in education, employment, and independent living?
3. What services do handicapped youth receive while in school and afterward?

Explanatory Issues

1. What factors explain the pattern of services that handicapped youth receive?
2. What background and contextual variables, services, experiences, or prior attainments are related to educational, employment, and independent-living outcomes?

Interviews are being conducted with a sample of 6,500 parents of handicapped students from 50 States and over 300 local educational agencies. Data are also being collected from school district administrators and from student records. Studies of samples of students will be carried out to investigate special topics of interest related to secondary special education programs.

Due to the complexity of sampling and design of such a longitudinal study, a planning contract was awarded to SRI International in September 1984 and completed in October 1986. The 36-month contract for the study's implementation was awarded to SRI in April 1987. If a sufficient proportion of the sample can be retained, additional followup and data collection may be funded, which would extend the contract for 24 more months.

d) *Survey of Expenditures for Special Education and Related Services*

OSEP has contracted Decision Resources Corporation (DRC) to undertake a survey to obtain comparable expenditure data from a sample of 60 school districts in 18 States. To overcome previous limitations of expenditure studies, DRC is using an "ingredients approach" to determine per pupil costs for special education: costs for each service will be determined and then aggregated to provide a range of expenditures by handicapping condition and age.

The DRC study focuses on the range and variation in expenditures and service levels. The first question raised by the study--how much does it cost to educate handicapped children?--will in fact be addressed by the answers to four questions:

- What is the average and range of per pupil expenditures for particular special education programs and related services?
- What is the average and range of per pupil expenditures for all programs and services provided to each category and age group of handicapped students?
- What is the national total and range of district costs for special education instructional programs and related services?
- What factors contribute to the cost variations?

The second major question--how do local educational agencies finance these costs and what is the contribution of Federal funds?--will be dealt with by answering the following:

- What proportion of all special education and related service expenditures is funded by each of the major Federal education programs for the handicapped, and what proportion by State and local funds?
- How do districts allocate "external" funding sources among special education programs and related services?

Finally, the study will ask, what kinds of special education programs and related services are provided and to which handicapped students? The query will be broken down into two parts:

- What is the proportion of children in each Federally-defined handicapping category and age group receiving different special education programs and related services?
- What are the patterns of special education programs and related services delivered to different groups of children?

Data collection took place during the 1985-86 school year. DRC completed the editing and data base construction in the fall of 1987, and analysis and reporting of the findings began during 1987 and continue during 1988. Future annual reports will detail the DRC study methodology, procedures for analysis, and findings.

2. The State Agency/Federal Evaluation Studies Program

Section 618(d) of EHA-B, as amended, authorizes the State Agency/Federal Evaluation Studies Program to investigate the effectiveness of programs for handicapped children and youth and early intervention services to handicapped infants and toddlers. The program originated with the enactment of the Education of the Handicapped Act Amendments of 1983, and since the first program competition the following year, 26 State educational agencies have engaged in 37 evaluation studies.

During the first three competitions, State educational agencies were the only eligible applicants. The 1986 amendments, however, expanded the field of eligible applicants to include other State agencies. Beginning with the FY 87 competition, State agencies other than State educational agencies that administer early intervention programs for handicapped infants and toddlers under Part H are eligible to apply for and receive funds. To date, however, only State educational agencies have received awards.

What has emerged is a unique effort in which the impetus to evaluate special education programs is coming from within State agencies. Each participating State agency has a stake invested in the outcome of its study. The agencies and their evaluators, researchers, and investigators are holding themselves accountable for the validity of their studies, thereby ensuring a usable product. Overall, the 37 projects funded from FY 84 to FY 87 cover a broad array of issues germane to special education and related services. Topics for study include: minimum competency and graduation standards; related services; curriculum-based assessment and categorical programming; services for learning disabled students; the impact and cost of services in small, rural and medium sized districts; early education programs for handicapped children; measurable indicators of effectiveness; transition services; secondary programming for mildly handicapped students; student study team processes; service options and screening procedures for students experiencing learning problems in regular education; services for B/EH students; and mainstreaming.

3. Fiscal Year 1987 Studies

For FY 87, eight awards totalling nearly \$900,000 supported projects under this program. Federal funds pay for up to 60 percent of the total cost of the studies, while State agencies contribute the remaining 40 percent.

The dual nature of the evaluation studies--responsive to State publicly adopted program agendas and legislative inquiries, as well as to issues of national relevance--is shown by the diversity of issues covered by the eight projects funded in FY 87:

- *Outcomes of transition planning* will be evaluated in Washington. The project will work with Washington School districts to develop and institute a single Individual Transition Plan (ITP) format that will yield data regarding postschool services. The outcomes of transition services will be assessed to discover if students are receiving recommended services and if those or other services enabled the students to make successful transitions to the adult world. The study will describe the relationship between the provision of services and the status of former special education students in terms of employment, home living situation, and community skills.
- *The impact of separate class and separate school secondary special education programs* on the vocational, educational, and independent living status of former students will be assessed in the District of Columbia. The data on student characteristics to be gathered will permit analysis of how the interactions between program and student characteristics affect adult outcomes.
- *Outcomes of special education services in terms of student benefits* is the focus of study in Michigan. The study will evaluate the status of current procedure based on child benefit measures in programs for the hearing impaired, severely mentally impaired, and severely multiply impaired.
- *Special education in regular educational settings* will be assessed in New Hampshire. The study will measure the impact on attendance, drop-out and suspension rates, and grade performance. The types of conditions, instructional practices, and teacher behavior/attitudes most frequently associated with positive performance among handicapped students in regular educational settings will be addressed by the study.
- *Differences between identified seriously emotionally disturbed and other troubled students* in high- and low-incidence districts in relation to entry criteria, identification and placement procedures, student characteristics, district and community characteristics, and available services is the focus of study in Oregon.

- *Prereferral interventions for students experiencing learning problems in regular education* will be assessed in Pennsylvania. The study will examine the impact of teacher characteristics and training on referral rates, the effects of funding mechanisms and local district policies and procedures on classification rates, and variables related to the effectiveness of prereferral options.
- *Normative indicators and quality indicators* that measure the effectiveness of special education will be undertaken in Vermont. The evaluation will also implement a cost accounting system to track direct and indirect special education costs by local, State, and Federal revenue sources for the 1986-87 school year. For the first time, State officials as well as teachers and parents will have a Statewide data base for determining such questions as the relative share of local, State, and Federal sources in special education expenditures; how individual districts compare regarding funds spent per pupil; how well individual programs succeed in preparing exiting students for employment and relative self-subsistence; and how frequently handicapped students are absent, suspended, or expelled.
- *Mainstreaming projects* will be evaluated in Utah. A study of the effects of mainstreaming models on student outcomes will be carried out in relation to such aspects as increased time spent in a less restrictive environment, increased rates of academic achievement, and more positive attitudes about self-concept of academic ability and degree of self-reliance.

4. Results of Completed Studies

The results of several studies funded in FY 84 were reported in the *Ninth Annual Report of Congress*. The 37 projects funded between FY 84 and FY 87 span from October 1, 1984 to June 30, 1989, so that the number of studies to be described in future annual reports will vary from one year to the next. Ten studies concluded during FY 87. Final analysis and reporting are complete for four of these evaluations, which are described below. The remaining studies will appear in the *Eleventh Annual Report to Congress*.

- a) *An Investigation Into the Effectiveness of the North Carolina Prereferral and Intervention Model in Terms of Cost, Time, Referral Appropriateness, and Impact of Training Models*

North Carolina sought to determine if the two-tier prereferral process for behaviorally/emotionally handicapped students it established in 1985 was more efficient than the previous system, in terms of referring students in need of

special education as quickly as possible, screening out those who should not be referred, and minimizing costs. Twenty-four schools provided data on 297 referrals.

Prior to 1985, all that was required to refer a learning disabled or behaviorally/emotionally handicapped pupil was for any interested party to fill out a referral form and submit it to a school administrator. Each referral would automatically result in a full assessment. In 1985, however, State regulations were revised to require two levels of intervention before a student could be identified under these handicapping conditions. The first level of intervention is carried out by the classroom teacher prior to developing a prereferral. Following submittal of the prereferral, a second level of intervention is recommended by a school assistance/support team, and implemented by the classroom teacher. The results of the second level intervention are analyzed by the team to determine if a full referral for special education assessment is called for.

The findings generally confirmed what the revised system hoped to achieve. Under the old procedures, help for either the teacher or the student would only be available after a special education placement decision had been made. An average of 69 school days would elapse between initial referral and first assistance. The new system, however, averages 8 days between prereferral and teacher or student assistance, and 41 days between the referral and the placement decision.

In terms of resources, under the direct referral system the total cost in personnel time of assessing the 297 students cited in this study would have been \$198,990. Under the revised system, the assessment cost was \$115,240.

The two-tier process also helped filter out students who might be ineligible for special education prior to costly assessment. Of the 297 students prereferred, 172 were referred for further assessment.

Making the classroom teacher a more integral part of the process, and providing the teacher with ample tools and support also contributed to dissipating the notion of referral as being a solution of desperation. Rather than referring problems to special education, they were being confronted in the regular education setting. The North Carolina program stressed the training of classroom teachers in intervention strategies, and the study found that teachers trained in these techniques utilized a greater repertoire of tools in the prereferral process. It was also found that trained teachers used these techniques at the upper grade levels much more frequently than untrained teachers, who tended to think of the tools as more appropriate for the K-6 level.

The study also showed other interesting patterns. For example, an inordinately high portion (79 percent) of students prereferred were male. Yet there is almost no difference in the male/female proportions among students subsequently referred and verified, suggesting that the two-tier system blunts a certain sexual bias in the initial identification process.

North Carolina surveyed all other States to find that, as of December 1986, 19 SEAs required preferral procedures. Prior to this effort, no State had conducted a study on the effectiveness of such systems.

b) *Connecticut: Assessing the Impact and Effectiveness of Critical Variables That Affect Placement Decisions of Emotionally Disturbed Students*

Although the capabilities of local school districts in Connecticut to serve all students in a least restrictive environment has increased significantly since the enactment of EHA in 1975, there continues to be reliance on out-of-district placements for emotionally disturbed students. The State Department of Education therefore embarked on a study to examine the critical variables that underlie the placement decisions applied to the emotionally disturbed.

Specifically, the State wanted to know:

- In general, how are emotionally disturbed students identified and placed?
- What are the predominant traits of emotionally disturbed students placed outside the local district? How do their profiles differ from students deemed to have the same handicap, but served within the district?
- What are the effects of contextual factors, such as district demographic characteristics and attitudes of teachers and administrators, on identification and placement?
- What programs and services are provided by the local education agencies?

Over 300 educators in 19 districts were interviewed for the study, and several statewide data bases were used. (The term, "emotionally disturbed," refers to the definition established by Federal and Connecticut regulations.)

Who are the emotionally disturbed students? Roughly 20 percent of the State's 65,607 special education students were identified as emotionally disturbed during the 1985-86 school year. Of these 13,139 students, males outnumbered females three to one, and most were enrolled in secondary schools. The profiles tended to reveal the following behavioral characteristics:

- poor academics,
- lack of self-control,
- aggressiveness,

- off-task behavior, and
- poor socialization skills.

When the data were restricted to out-placement decisions, the following characteristics became prominent:

- depression,
- withdrawal,
- reality-fantasy confusion,
- disturbed peer relations, and
- self-injurious tendencies.

Clearly, students with these characteristics are often discipline problems, prompting a closer look at other behavioral features. However, whether these students simply manifest essentially behavioral problems, or they are genuinely emotionally disturbed is open to question. It is evident that among the 19 districts, the label of emotionally disturbed was employed for different purposes.

How are emotionally disturbed students identified? Interpretation of these kinds of behavioral characteristics is subject to the culture of the school, the tolerance for certain behaviors, the availability of special programs, and the financial resources, to name just a few factors.

Students who are referred to a Planning and Placement Team are subjected to extensive evaluations that may include social, emotional, psychological, and academic reviews. It is the team's responsibility to review this information and determine the most appropriate placement decision.

The Planning and Placement Team usually consists of administrators, the school psychologist, guidance counselor, special education teacher, and parent or guardian. The team frequently has access to achievement test results, psychological evaluations, intelligence scores, and attendance record. Psychological evaluations, teachers' anecdotal reports, and the student's academic history are considered most useful in making placement decisions.

When educators were asked for the main reasons why a placement decision was made, the majority felt that the students created major disciplinary problems in the school. The next most frequently cited reasons were:

- conditions existed in the home environment that warranted intervention strategies during the school day,
- the student's achievement level was two or more years below grade level, or

- there was a need for a 24-hour structured environment.

What services are provided by the local education agencies? The determination of what services are provided to a student is often a function of what *can* be offered, as opposed to what *should* be offered in response to the student's needs. For example, the ability of districts to attract and retain special education teachers for severely disturbed students imposes serious limits on what services can be provided, despite the fact that the number of special education teachers has been increasing in recent years. Approximately 350 are assigned to work with elementary and secondary emotionally disturbed students throughout the State.

The types of programs and services typically available to emotionally disturbed students are resource rooms and individual counseling. About 50 percent of the time, self-contained classrooms, alternative schools, shortened school days, group counseling, and vocational programs are available. Extended school days are seldom an option. Case study findings indicated that districts tend to have a latent philosophical orientation, or structure of underlying values, towards serving emotionally disturbed students. These values are based on beliefs about the appropriateness of providing services in the first place, and attitudes towards emotionally disturbed students in general.

c) *Delaware: A Study of the Relationship of Education and Transition Factors to the Job Status of Mildly and Moderately Handicapped Students*

The Delaware Department of Public Instruction, studied the possible factors that may associate employment status with school preparation of mildly and moderately handicapped students. The ultimate purpose was to gauge how well such students were making the transition to community life upon leaving special programs.

The study population was all 415 mildly and moderately handicapped students who graduated from high school in 1985 with either a diploma or certificate. Data was collected from high school transcripts and telephone interviews, with 93 percent of the students responding.

The first objective was to learn whether or not programs for the handicapped were producing employable students. To this end, the study examined how program placement, intensity of vocational and training experience, and intensity of special education services related to categories of exceptionality, postschool employment, and continuing education status. The study also investigated the impact of transportation variables and course-taking patterns on job status.

The study revealed several significant findings. First, vocational programs for the handicapped are producing employable students. Sixty-seven percent were employed full- or part-time statewide, compared to the 80.1 percent employment

rate for youth aged 16 to 19 overall. Second, having a driver's license had the strongest positive correlation with current employment of any variable tested.

On the other hand, the content or configuration of the program did not reveal much impact on job status. Neither intensity of secondary vocational and training experience, program setting, course-taking patterns, nor intensity of special education services was related to postschool employment or continuing education.

Overall, the findings imply that mildly and moderately handicapped youth are subject to the same fundamental employment transition problems as the average high school graduate. Exceptionality may exacerbate these problems, but its effect is not constant. Within certain exceptionality categories there are different patterns of employment, which suggests that the handicap can be overcome.

At the same time, there appears to be no consistent advantage in job status from attending a vocational school rather than a comprehensive high school. Although students in vocational schools were more likely to be white males with slightly higher IQs and less severe handicaps, these advantages did not generally enhance their employment potential over students from comprehensive high schools.

Location had a strong influence on job status, emphasizing the importance of availability of jobs. In Delaware, rural youth have the highest employment rate, possibly because jobs are available in both the service and agricultural areas.

Transitional assistance, although not indicated for two-thirds of the study population, was clearly not a strong influence in those cases where it was noted on the transcript record. Students did not acknowledge these contacts as helpful in obtaining a job, and transition contacts were not shown to be related to job status.

Course-taking patterns of mildly and moderately handicapped students only varied from the national norm of general academic students insofar as the Delaware study population received more vocational credits.

d) Evaluation of the Effects of New York State's Instructional Program Options, Support, Services, and Procedures Used Prior to Referral to Special Education

The State of New York wanted to know if the rapid increase in numbers of students identified as handicapped had to do with the availability of certain program options and support services. The State Education Department suspected that this rise, as well as the length of stay of such students in special education programs, was at least partially due to a lack of program options and services within regular education.

Schools were chosen for the project from districts around the State that presented extremes in terms of the rate at which they identified and referred students as handicapped, the intention being to investigate the differences between schools that frequently refer students to special education authorities versus those who do so relatively infrequently. Schools were also selected on the basis of extremes of socioeconomic profile, using the percentage of enrolled students from families on welfare as a variable. There were thus four types of schools examined:

- School Type A: low rate of referral/high percent on welfare
- School Type B: high rate of referral/high percent on welfare
- School Type C: high rate of referral/low percent on welfare
- School Type D: low rate of referral/low percent on welfare

The study developed a detailed catalog of all programs and support services relevant to addressing learning difficulties, which was used in surveys, on-site interviews, and case studies. Relevant personnel were asked what types of programs and services were used or not used, and why.

The study also established the clear difference in practice between teachers in high referral rate schools and those in schools at the other end of the spectrum. Even though teachers from both types of schools agreed roughly 80 percent of the time that a student in a given case example had problems affecting learning, the teachers in the high referral rate schools chose to refer the student over 50 percent more frequently than teachers in low referral rate schools. Why this discrepancy?

The results were surprising. No relationship was found between the availability of program options and the rate at which pupils were referred. The referral rate appears to be much more a function of the amount and type of intervention techniques employed in the regular classroom.

Specifically, high referral rate schools (types B and C) tended to have teachers who perceive, for various reasons, restrictions or limitations on the use of intervention techniques, program options, or support services in regular education. When they did indicate experience with or preference for certain techniques, they consistently favored those categorized as Intensified Instruction (peer tutoring, small group instruction, extra assignments)--much more so than teachers in low referral rate schools. The options favored by teachers in high referral schools were more programmatic in nature and tended to be accessed through more formalized procedures. Principals in high classification rate districts were more likely to cite a "lack of trust or confidence" on the part of a teacher concerning a certain program option or support service as the reason it was not used.

Teachers in low referral rate schools, on the other hand, tended to not only make minimal use of referral services, but utilized less of the Intensified Instruction type of intervention techniques, and more options categorized in the survey instrument as Volunteers/Paraprofessionals and Remedial Programs. In general, they tended to favor options and services that are accessed more informally and delivered directly by teachers in the classroom. These teachers also favored and/or used a much broader repertoire of classroom intervention methods; they employed more than twice as many intervention options and services prior to referral than their counterparts in high referral schools. Finally, the study observed that teachers in low referral schools took a more active role in dealing with student learning problems, and tend to consult a greater number of other professionals more frequently.

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APPENDIX A
ABSTRACTS OF SEA/FEDERAL EVALUATION STUDIES PROGRAM

FLORIDA DEPARTMENT OF EDUCATION

"Evaluation of the Impact and Effectiveness of Recent Changes in Florida's Graduation and Competency Test Standards on the Educational Opportunities Provided Handicapped Students"

Project Director: Lynn Groves

Cost: Federal Share = \$115,000

SEA Share = \$ 76,670

Total = \$191,670

Project Period: October 1, 1986 to March 31, 1988

Abstract:

Legislative changes in high school graduation requirements in the State of Florida have created a variety of educational reforms which may affect the success of handicapped students at the secondary level. The legislation emphasizes academic requirements for earning high school credits and a high school diploma. The Florida Department of Education is studying the extent to which the new legislation has been implemented at the local level as well as resulting programmatic and student outcomes.

Data collection procedures included observations and surveys of the key informants and stakeholders in exceptional, regular, and vocational education. All district superintendents, directors of exceptional student programs, directors of instruction, and directors of assessment were included in data collection. Selection of LEAs for site visits was conducted using purposeful sampling of the 67 districts, taking into account geographic location and size of district. Within LEAs, schools were purposefully selected to represent types of exceptionalities served, size, geographic location, and economic level of the zoned population. Teachers of students within these schools were either census sampled or randomly selected to participate in the study. Parents of students were purposefully selected to participate in interviews.

The study methodology utilized both quantitative and qualitative data analysis strategies. A quantitative analysis of historical data provided the basis for judging the extent of benefits and problems for handicapped students that may accompany the implementation of legislative changes. This analysis examined changes in dropout rates and in the ratio of graduates by type of diploma to the number of handicapped students in secondary programs. Quantitative analyses were enhanced by composite case reports depicting various educational options available to handicapped students and the ways in which education reforms, such as changes in academic requirements and competency testing programs, have affected these options.

The study will produce a final report including results, findings, and recommendations, and efforts will be made to disseminate the report to all audiences that may benefit from it.

HAWAII STATE DEPARTMENT OF EDUCATION

"A Study of the Impact and Effectiveness of Related Services in Producing Desired Student Outcomes"

Project Director: Robert McClelland

Cost: Federal Share = \$151,094

SEA Share = \$102,755

Total = \$253,849

Project Period: October 1, 1986 to March 31, 1988

Abstract:

The Hawaii Department of Education is assessing the effectiveness of related services in producing desired student outcomes by investigating the comparative effects of individual versus group speech/language therapy, direct versus indirect (consultative) occupational, physical, and speech/language therapy, and by determining the level of progress of students receiving occupational therapy and physical therapy in an educational setting. The study is also assessing the type and number of special education students who require mental health services but have not been served, the particular services they require, and resources available or required to provide services.

Related services is a vital component of the programs offered to special education students throughout the nation, yet research assessing the impact and effectiveness of this broad package of services is sparse. Thus, many questions regarding the effectiveness of related services in assisting students to benefit from special education have not been adequately answered.

The comparative effects of group versus individual speech/language therapy services are being investigated by administering standardized and nonstandardized tests to measure student progress in individual and group settings. Eighty-eight randomly selected learning disabled and mildly retarded preschool and elementary students aged 5 through 12 receiving speech/language therapy in either individual or group therapy comprise the study sample.

Evaluation of the *impact of indirect versus direct services provided by occupational therapists, physical therapists, and speech/language pathologists* will generate information on effective methods of providing service, and assist in clarifying which students are most likely to benefit from consultation services. The methodology utilizes a survey of all physical therapists and occupational therapists to determine if students receive consultation or direct services. Information gathered from physical therapy/occupational therapy monthly logs are used to compile profile characteristics of students who receive consultative services.

Examining the impact and effectiveness of physical therapy and occupational therapy in producing desired student outcomes in elementary orthopedically handicapped (OH) students with normal intelligence and moderately mentally retarded (MOMR) students is generating information concerning which students benefit most from physical therapy and occupational therapy. A basic skills inventory and behavioral checklist will be completed for a randomly chosen sample of the students referred to above who receive physical therapy and occupational therapy services. This information is gathered near the beginning of the school year and is collected once per month. Gain scores will be calculated and compared across handicapping conditions, and monthly charts completed by physical therapists will indicate student progress along specific variables. Surveys of parents and students' teachers will indicate student progress in therapy over the course of one year.

The investigation of the nature and extent of special education students in need of mental health services utilizes a needs assessment survey of a sample of special education teachers, principals, counselors, and assessment specialists in Hawaii to identify the number of special education students requiring mental health services, the number currently receiving such services, the types of services needed, and staff currently available to provide services.

A final project report will include all research findings as well as their State and national implications, a discussion of the usefulness and reliability of the data, and recommendations by the Project Advisory Group, relevant decision makers in Hawaii and project staff.

IOWA DEPARTMENT OF EDUCATION

"Relevant Educational Assessment and Interventions Model"

Project Director: Jeffrey Grimes

Cost: Federal Share = \$120,992

SEA Share = \$138,760

Total = \$259,752

Project Period: September 1, 1986 to February 29, 1988

Abstract:

The Iowa Department of Public Instruction is investigating the impact of prereferral interventions designed for students with learning and/or behavioral problems who are referred, or about to be referred, to special education by regular classroom teachers. Increasing concern has been expressed in recent years about the burgeoning numbers of students classified as mildly handicapped and learning disabled. Prereferral strategies have become popular as a means of treating students with special needs within the regular education program. This study has been designed to enable policymakers and individual professionals to compare a Behavioral Interventions Model to other methods of designing, organizing, and implementing prereferral strategies.

The Behavioral Interventions Model consists of three techniques: behavioral consultation, curriculum-based assessment, and referral question consultative decision making. The fundamental feature of these techniques is to change the initial question considered in addressing referral concerns. Frequently, the initial approach is to consider whether the handicapped student can be classified as handicapped or not. In contrast, the Behavioral Interventions Model asks what can be done to modify the regular classroom to produce greater success in learning or more appropriate social behavior.

The universe of school psychologists, school social workers, and special education consultants in the 15 intermediate educational units responsible for special education and related services to all school age children in Iowa have been requested to apply new skills in prereferral interventions. The interventions consist of using one or more components of the Behavioral Interventions Model. The evaluation focuses on four levels of possible effects resulting from application of the interventions: 1) change in how related service professionals view the referral concerns, 2) student outcomes in terms of resolving learning and/or social behavior problems, 3) teacher reactions to the prereferral interventions, and 4) system effects.

Data collection involves examination of several existing school records as well as self-administered surveys of study participants. Influence on how related service professionals view the referral concern is assessed by the degree to which

school psychologists, school social workers, and special education consultants apply the components of the Behavioral Intervention Model to assess the referral problem. Student effects are assessed by analysis of the nature of initial referral concerns, behavioral definitions, interventions used to resolve the problem within a regular classroom, and the success or failure of that intervention. Data collected concerning the reactions of teachers who have referred students will include initial teacher satisfaction with an alternative form of service, and a followup several months after the interventions have been discontinued. System effects are evaluated by analysis of the numbers of students referred, nature of referrals, the proportion of referrals resulting in preplacement evaluations, and the proportion of students for whom preplacement evaluations result in special education placement.

The data will be analyzed using a combination of parametric, nonparametric, and correlational methods. Further analyses will be used where appropriate; for example, discriminant function analysis may be used to examine factors related to successful and unsuccessful resolution of referral problems in regular classrooms.

Study results will provide useful data concerning the effects of behavioral interventions applied by related service personnel to students experiencing learning and behavioral problems in regular classroom settings. Implications of study results will address how related service personnel apply interventions, criteria to determine effectiveness of services, and use of related service personnel to assist regular educators in designing interventions for application in regular education settings.

MINNESOTA DEPARTMENT OF EDUCATION

"The Impact and Effectiveness of Entrance Criteria for Special Education Programs in Minnesota"

Project Director: Thomas Lombard

Cost: Federal Share = \$121,932

SEA Share = \$ 83,698

Total = \$205,630

Project Period: October 1, 1986 to October 31, 1988

Abstract:

The Minnesota Department of Education is investigating the impact and effectiveness of local entrance and exit criteria for three program areas: learning disabilities, mild mental handicaps, emotional/behavioral disorders. The study will also investigate unendorsed systems, which include programs that use a non-categorical or cross categorical approach.

A comparison of school districts that use the SEA-recommended criteria with districts that use locally designed criteria is generating information on differences in subjectivity, usefulness for developing instructional programs, inclusion of inappropriate practices, and the technical adequacy of assessment practices.

The study evaluates current practices and possible alternatives which could result in greater specification and homogeneity in each of the three official (SCD, MMH, and EBD) program areas. The project demonstrates and describes differential effects resulting from the application of various entrance and exit criteria. Using a sample of recently referred handicapped children, the study determines the effectiveness of SEA and LEA criteria to place students in various educational program options.

A descriptive analysis of information collected from interviews with special education staff will describe the influences on special education and regular education practices resulting from various entrance and exit criteria. This information may then be used by SEA staff to plan and promote appropriate interface between regular and special education.

MINNESOTA DEPARTMENT OF EDUCATION

"The Impact and Effectiveness of Occupational Therapy Services in Special Education Programs"

Project Director: Thomas Lombard

Cost: Federal Share = \$ 81,688

SEA Share = \$ 54,999

Total = \$136,687

Project Period: October 1, 1986 to March 31, 1988

Abstract:

The Minnesota Department of Education is investigating the impact on educational and noneducational gains of students with learning disabilities (LD), emotional/behavioral disorders (EBD), and mild mental handicaps (MMH) who receive occupational therapy as a related service, versus similar students who do not receive occupational therapy

The experimental group consists of students receiving continuous occupational therapy services. Educational gains are being measured by administering a curriculum-based assessment to a sample of approximately 30-50 handicapped students assigned to elementary LD/EBH/MMH programs. Student progress is also being measured by a time series analysis at biweekly intervals on IEP goal areas. The control group consists of students not receiving these same services. The noneducational areas for measurement are self-concept, fine motor skills, gross motor skills, sensory integration, tactile defensiveness, self-help skills, communication skills, activity level, and on-task behavior. Data will be collected on LD, EBD, and MMH students receiving occupational therapy. The results of the study will compare the two groups in the nonacademic areas and identify group differences attributed to receipt of occupational therapy services.

Gains in academic performance over time will focus on the differences between the group receiving special education only and the group receiving special education and occupational therapy services.

NEBRASKA DEPARTMENT OF EDUCATION

"Study of the Impact of Special Education on the Post-School Success of Mentally Retarded Adults"

Project Director: John Clark

Cost: Federal Share = \$110,000

SEA Share = \$ 76,590

Total = \$186,590

Project Period: October 1, 1986 to May 31, 1988

Abstract:

The Nebraska Department of Education is studying the impact of special education services on the postschool success of adults with mild or moderate mental retardation. Both the components of postschool success as well as the factors influencing success are being investigated. The study methodology utilizes a general survey of 120 randomly selected mentally retarded individuals, selected from various sites across Nebraska, to assess their present level of postschool success. The sample was selected from individuals with mild or moderate mental retardation in Nebraska who exited from school over a four year period--from the 1982-83 school year through the 1985-86 school year.

Data are gathered on family, community (e.g., employment levels and the availability of other agency support), and education system characteristics which may have influenced the handicapped person's level of success. In addition, the survey examines process variables relative to the educational program; for example, data collection regarding the school setting includes the type of instructional strategies used, level of integration, extent of transition planning, and overall curriculum.

Regression and canonical analysis will be used to examine relationships between the set of key impact variables (e.g., job success, living status, community involvement) and the set of influencing factors (e.g., education, community resources, family).

There are three products planned for this study. Evaluation reports will be completed for the various audiences who affect or are affected by special education services. These audiences include the Nebraska Department of Education, the Nebraska State Legislature, parent and professional groups, and local and regional services providers. Second, special education personnel at the local, regional, and State level will develop further skills in the area of impact evaluation. Finally, a statewide Special Education Evaluation Task Force will be established with a mission of directing and promoting on-going special education impact evaluation.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

"Investigation into Measurable Behavioral Change in Behaviorally/Emotionally Handicapped Students as it Relates to the Provision of Instruction in Alternative Behaviors"

Project Director: E. Lowell Harris

Cost: Federal Share = \$ 37,312

SEA Share = \$ 25,231

Total = \$ 62,543

Project Period: September 1, 1986 to February 29, 1988

Abstract:

The North Carolina study evaluates the effects of Instruction in New Behavior, a behavior targeting and curriculum development system, on behavioral change of behaviorally/emotionally handicapped (B/EH) students. Instruction in New Behavior involves the identification of target behaviors for individual students, the teaching of appropriate alternatives to inappropriate behaviors at awareness, understanding, and application levels, and the identification of progress towards the transfer of new behaviors in general settings.

The experimental and the control groups each consist of 360 identified B/EH students randomly selected from 72 service delivery centers. The levels (elementary, middle, and secondary), and the delivery systems (self-contained and resource) offer a comprehensive representation of levels and delivery systems in which students in North Carolina are served.

All service providers in the experimental centers are instructing B/EH students in new behaviors based upon the strategies presented in Instruction in New Behaviors. Service providers in the control centers are not providing the same instruction. Change in behavior is measured by comparing intensity, frequency, and duration scores of students who have participated in the instruction with students who have not received this instruction. For students in experimental settings, additional data are being collected regarding instructional time required for mastery of new behaviors at awareness, understanding, and application levels.

WASHINGTON SUPERINTENDENT OF PUBLIC INSTRUCTION

"Impact and Effectiveness of Categorical Programs for Low Achieving Students"

Project Director: Jane Dailey

Cost: Federal Share = \$136,979

SEA Share = \$105,364

Total = \$242,343

Project Period: October 1, 1986 to March 31, 1988

Abstract:

The Washington Superintendent of Public Instruction is evaluating three distinct aspects of curriculum-based assessment. First, the study is evaluating the effects of curriculum-based assessment versus norm-referred procedures for determining categorical eligibility. Second, variables are being defined which distinguish categorical programming from standard programming received in the regular education setting. Third, the study is establishing procedures to measure the long-term impact of categorical programming on a student's career.

The *curriculum-based assessment study* compares types of students found eligible for three categorical programs (special education/learning disabilities, Chapter 1/disadvantaged, and the Learning Assistance Program) based on typical norm-referred assessment versus curriculum-based assessment. Data are available for all elementary-aged students referred for assessment for any of the categorical supportive programs and include gender, age, ethnicity, referral variables, academic programming, intensity of services, and ability and achievement test scores. The data generated by the curriculum-based assessment study will be adequate for establishing functional guidelines for determining student eligibility within regular settings of categorical programming.

The *categorical guidelines study* uses a classroom observation to determine the parameters of acceptable categorical programming. The evaluation studies the distinction between categorical services and regular services that are supplemental and therefore qualify for additional funding. The final outcome will not only be measured in terms of student performance but also in terms of independent variables of enhanced services. Data collection occurs three times by three different sources (two advisory teams and a local site team) in three classrooms in three district test sites. The randomly selected classrooms will be serving the target populations in regular settings (not pullout programs). Inter-rater agreements and covariance between the three sets of data on each classroom will be analyzed.

The *student evaluation/monitoring study* generates a data management system to look at the long-term impact of categorical programming on students' school

careers. Study findings will be responsive to the following concerns: Do students who receive special instruction in the regular classroom perform higher on academic and social measures in the subsequent academic year compared to similar students who received pullout instruction? Do students who receive special instruction in the regular classroom or pullout programs meet high school graduation requirements? Are students who receive special education in the regular classroom or pullout programs employed following graduation from high school? What is the impact of special instruction upon the on-going social and academic performance of eligible special education students. The student evaluation system for data collection is being implemented in all three districts and utilizes existing data typically collected in the district. Additional data include demographic and program variables, achievement data, behavior ratings, and postschool placements. All students being served, or who have been served, by the target categorical programs are included in the sample.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

"Post-school Adjustment of Former Separate Class and Separate School Handicapped Students"

Project Director: Herbert D. Root, Jr.

Cost: Federal Share = \$ 94,228

SEA Share = \$ 62,819

Total = \$157,047

Project Period: October 1, 1987 to March 31, 1989

Abstract:

This study will evaluate the impact of separate class and separate school secondary special education programs operated by the District of Columbia Public Schools on the vocational, educational, and independent living status of former students.

To implement this study, project staff will:

- develop an instrument for collecting relevant demographic information, psychometric data, enrollment histories, and program specifications from student records;
- develop an interview schedule for collecting information on post-program vocational, educational, and living standards;
- describe the post-program status of former separate-class and separate-school handicapped students;
- identify relationships between student characteristics, program characteristics and post-program status; and
- recommend policies and operating procedures for conducting follow-up studies.

The subjects will include all former students meeting three criteria:

1. Those who were eligible to receive special education and related services as mentally retarded, learning disabled, or emotionally disturbed according to the District of Columbia's eligibility criteria at the time of exit.
2. Those who received special education and related services for more than 60 percent of the school day, or received special

education and related services in a separate day school facility for at least 50 percent of the school day.

3. Those who exited the system between June 1, 1985 and September 30, 1987. Students who subsequently enrolled in a private special education program or in a regular secondary education program will be not be included.

It is anticipated these criteria will identify approximately 200 subjects. Because a high participation rate will be critical to the success of the study, the assistance of parents, relatives, and former teachers and counselors will be enlisted to locate students who have moved or changed phone numbers.

A full-time project interviewer will be hired for this study to assist in developing interview schedules, locating former students, and conducting interviews. A standard data collection format will be used to collect student data, including enrollment, IEP, and assessment information from school records. A structured interview will be conducted with the subjects to gather information regarding vocational, educational, and living status since program exit, as well as information concerning prior summer and after-school work experience.

Canonical correlation techniques will determine the combined impact of program variables on postexit status. This analysis will identify program characteristics which predict postexit status independent of the effects of handicapping condition and other student variables. Other analyses will discern program effects controlling for student characteristics, and for manner of exit--i.e., graduating with diploma, graduating through certificate, reaching maximum age, or dropping out. Measures of central tendency and dispersion will be calculated for all variables within and across handicapping conditions and manner of exit. The statistical significance of proportional differences will be assessed using appropriate nonparametric statistics.

Results from the study will guide further research and program development. The data on student characteristics will permit analysis of how interactions between program and student characteristics affect adult outcomes. These results will influence curriculum decisions and should improve coordination with other agencies. The study will also assist in establishing on-going procedures for tracking students leaving special education programs. In addition, findings will enable the District Public Schools to estimate resources needed to maintain an effective follow-up program in the future.

This study will provide useful information to other special educators in two important respects. First, unlike other recent efforts, the District of Columbia project will yield data on a large, urban school system. Second, the networks and strategies used to locate students may prove useful to those conducting similar studies.

MICHIGAN DEPARTMENT OF EDUCATION

"Outcome Indicators for Special Education in Michigan"

Project Director: Lucian Parshall

Cost: Federal Share = \$112,800

SEA Share = \$ 75,200

Total = \$188,000

Project Period: October 1, 1987 to March 31, 1989

Abstract:

The Michigan Department of Education will evaluate the outcomes of special education services in terms of student benefits. The project is based on the assumption that future programs in Michigan must look beyond minimal compliance and individual effective programs and to the outcomes of special education and statewide expectations.

The study is intended to answer the broad question, "Do Michigan students who have hearing, severe mental, or severe multiple impairments demonstrate expected outcomes upon receipt of special education and related services?" The project will also address several other important issues:

- Handicapped students who, earlier, were institutionalized, receiving minimal services at home, or dependent upon day care services are now in the educational mainstream and later in life will be in the community mainstream. Many districts are not aware of how to prepare students for this mainstream. Outcomes will be established by this study.
- The anticipated outcomes of the education of handicapped students must be specified and agreed upon. This procedure requires participatory planning, and the creation of new relations between consumers and providers. Neither consumers nor providers are well prepared for these collaborative functions. A process for cooperative planning will be established by the study.
- The results of the project will require new skills and different roles in the delivery of programs and services. Minimum expectations for curriculum will be established by the study.

In addition, the study will develop a baseline against which future studies can be compared, and will thus lay the groundwork for long-term studies of school effectiveness in special education.

During Phase I, the project will convene a referent group for each of the three impairment areas that will include parents, teachers, adults with like impairments, State representatives to national organizations, State Special Education Advisory Committee (SEAC) members, State legislative aides, teacher trainers and university researchers. Their role is to develop a comprehensive list of student outcomes and expectations for special education services. The list of outcomes, along with endorsements from educational groups and organizations, will be submitted to the Michigan State Board of Education.

In Phase II, a basic set of curriculum and experiences that are appropriate for attaining the expected outcomes identified in Phase I will be developed utilizing a conventional Delphi technique. A small subgroup of the Phase I referent group will participate in an interactive process of preparing questionnaires for dissemination to the respondent groups and compiling the responses into a list of curriculum options for attaining special education outcomes. The completed report will be available to all local and intermediate school districts. This project is not intended to establish a "State" curriculum required for special education within these three categories. The IEP will continue to dictate the individual characteristics of student programs. However, statewide recognition of intended benefits for students will aid in consistent understanding of programs across the States.

During the third phase of the study (not part of this 18-month project), strategies for indexing performance and the criteria to be applied will be developed. A pilot study will evaluate current programs in contrast to the expected outcomes and curriculum. The general strategy will be follow-up studies focusing on the status of programs for the hearing impaired, severely mentally impaired, and severely multiply impaired in Michigan. The study will involve telephone surveys and structured interviews of students, or their parents, having completed special education services within a two-year period.

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

"An Evaluation of the Impact and Effectiveness of Delivering Special Education to Handicapped Children in Regular Educational Placements"

Project Director: Dr. Stephen Lichtenstein

Cost: Federal Share = \$ 98,930

SEA Share = \$ 65,954

Total = \$164,884

Project Period: November 1, 1987 to April 30, 1989

Abstract:

The proposed evaluation addresses two major issues:

1. The impact of special education in regular educational settings on outcomes (such as attendance, drop-out, and suspension rates, as well as grade performance) and student satisfaction with school; and
2. The types of conditions, instructional practices, and teacher behavior/attitudes most frequently associated with positive performance among handicapped students in regular educational settings.

Because the study is designed to focus on the outcomes and quality of services, the results should contribute to ongoing efforts to ensure the most equitable and least restrictive environment for students with disabilities.

The project is premised on research in both special and regular education recently conducted by the State, producing a data base of indicators of educational effectiveness. These indicators, which include factors such as staff competence, facilities, and parent roles and responsibilities, will assist in defining specific variables for the evaluation of special education in regular settings.

The evaluation will be conducted in six local education agencies which, while similar in their compliance with State-defined standards for special education, vary in their approaches to delivery. The selected LEAs have all demonstrated a commitment to mainstreaming, enrolled high numbers of handicapped students relative to other LEAs in the State, and enrolled students with a broad range of handicapping conditions. The LEAs include the three largest in the State and three of medium size.

The project will utilize the New Hampshire Special Education Information System (SPEDIS), an interactive data base, to construct the sample for the study.

SPEDIS is one of the only individual student-record based systems in the nation. It will be used to accomplish the following:

- **For each of the LEA sites, the study will identify a cross-disability representative sample of students who receive special education programs and related services in regular education placements. Each LEA population will be treated as a separate sample in addressing certain evaluation questions. For most evaluation questions, however, the sample will be treated as a cross-LEA study population.**
- **The sample of students with disabilities in regular education placements will be compared to their peers in segregated settings and their nondisabled peers on various outcome measures. In addition, through surveys and interviews, parents, teachers, administrators, and students will have an opportunity to share their insights on placement and support services.**
- **The population of 11th graders and 9th graders who currently receive special education services in regular settings will serve as a subsample for longitudinal analysis.**

Data collection will include use of school records, as well as classroom observation and surveys of students and teachers. The surveys will be used in conjunction with individual and group interviews conducted with subsamples of students from each of the local districts.

Both qualitative and quantitative data analysis methods will be used. Frequency analysis will be applied to survey data, and descriptive analyses will provide case study examples of interview and observation data.

Project findings will result in several reports, to be nationally disseminated, which will:

- **Provide districts with information about practices associated with desired outcomes in regular education placements;**
- **Establish a framework and methodology for examining the effects of program improvement efforts aimed at integrative environments;**
- **Provide New Hampshire with a "report card" on the quality and impact of services to handicapped students in regular education;**
- **Identify promising practices at the local level that can be replicated in other districts;**
- **Identify technical assistance and support needs as they relate to creating more integrated environments for handicapped students; and**

- **Contribute to a longitudinal statewide data base of validated exemplary practices and improvement strategies.**

OREGON DEPARTMENT OF EDUCATION

"An Evaluation of Seriously Emotionally Disturbed (SED) Students, Programs and Services"

Project Director: Robert Siewert

Cost: Federal Share = \$ 46,351

SEA Share = \$ 31,070

Total = \$ 77,421

Project Period: January 1, 1988 to June 30, 1989

Abstract:

The proposed study will evaluate the effects of entry criteria and identification and placement procedures on:

- 1) the identification of students as seriously emotionally disturbed (SED) versus other troubled (OT) students, and
- 2) the number of students classified as either SED or OT, within State-operated programs and a stratified sample of local education agencies.

OT students are defined as those students not identified as SED, but who may meet the SED eligibility criteria.

The SED count for Oregon is low compared to other States; entire counties report no SED students, though enrollment data suggest the probability that some SED students in some LEAs are not being identified at the rate observed in other LEAs and State-operated programs. Furthermore, SED counts vary considerably within and across programs and districts. Analysis of the factors affecting varying SED counts in State-operated programs and selected LEAs will identify possible reasons for Oregon's low SED counts.

The variability in SED counts may be due to a number of factors. Low counts could, for example, result from lack of staff or services, or from inadequate staff training. On the other hand, low tallies could stem from the possibility that the regular educational system and community adequately meet the needs of these students without identifying them as SED. If so, it will be useful to document these practices.

Specifically, this study will evaluate the differences between identified SED and OT students in high- and low-incidence districts with regard to entry criteria, identification and placement procedures, student characteristics, district and community characteristics, and available services.

The study plan includes a mail survey of all LEAs and State-operated programs to gather this information, and it will guide the selection of participants for more in-depth study, which will include both telephone and on-site interviews.

LEAs will be stratified by size and intrastate region. LEAs and State-operated programs within these stratifications will be purposefully, rather than randomly, selected to include the most extreme cases, given the goals of the project--that is, sites with unusually high or low SED counts, or identified as having strong programs for SED and/or OT students will be selected. Data will be analyzed using descriptive and correlational techniques.

The products of this study will include:

- packaged data collection and analysis procedures (instruments and methods) designed to identify contextual variables and other factors which influence identification, placement, and services for SED and OT students;
- a report describing the SED and OT students studied and the services provided to them;
- a report describing the most effective practices found within the State for these students;
- a report describing the training and other forms of assistance needed by districts and programs to improve practices for SED and OT students; and
- an evaluation report for the project.

PENNSYLVANIA DEPARTMENT OF EDUCATION

"Evaluation of the Effects of Pennsylvania's Instructional Program Options, Support Services, and Procedures Used Prior to Referral for Special Education"

Project Director: Dr. Lee Herron

Cost: Federal Share = \$117,400

SEA Share = \$102,973

Total = \$220,373

Project Period: November 1, 1987 to April 30, 1989

Abstract:

This study will evaluate the instructional program options, support services, and procedures used prior to special education referral with students who are not succeeding within regular education programs. Specifically, the project seeks to determine:

- how the provision of instructional program options affects the rate of referral to and classification in special education;
- to what extent the provision of support services affects referral and classification rates; and
- how differences in procedures affect referral and classification rates.

Through these objectives, the project will address the issue of the rapid increase in the numbers of students who are being identified as handicapped and in need of special education, and explore the relationship of that increase to instructional and support service options used in regular education prior to referral.

The study's design is based on the observation that the proportion of students classified as handicapped varies widely across districts. Moreover, this variation is in some substantial measure related to differences in prereferral processes, services, and programs. The latter differences, in turn, are presumed to be related to such factors as educator training and experience, district funding, parental involvement, class size, and availability of remediation staff, among others. To implement this study, the project will use a combination of survey, test, and case study approaches, including data collection involving samples of districts, buildings, and educators.

The sampling design calls for initially identifying all districts in the bottom and top 10 percent (i.e., lower and upper deciles) of Pennsylvania's 501 districts in terms of proportions of students classified as handicapped. Matched samples of

12 districts each will be selected from those two groups based on rural-suburban-urban characteristics, district size, and per-pupil expenditure. Three schools, one each representing the elementary, middle, and high school levels, will be selected per district. From each district, the following educators and other personnel will be selected randomly for participation in the study: three building principals (one per school), six regular educators (two per school), two to six special education teachers (per building or district, depending on availability), one special education supervisor, six parents (two per building), six special services representatives (two per building), six paraprofessionals (two per building), and others as needed. The total sample involves 24 districts, 72 schools, and between 720 and 816 respondents.

Several of the data collection instruments to be used are modifications of earlier work conducted by the New York State Department of Education. Catalogs of instructional program options, based on input from SEA personnel, experts in various educational fields, and district representatives, will be used in conjunction with structured in-person interviews to determine what program options and support services are used within a school. Other information collected through interviews will include, for example, the numbers of children referred and not classified, and which options were used with children prior to classification. "Standardized case studies" (i.e., prepared descriptions of hypothetical pupils with varying degrees of learning problems) will be used in interviews with teachers to determine which service options they would recommend and which students would be referred to special education for evaluation. In addition, an attitude inventory will be administered to educators and administrators to determine their attitudes toward handicapped pupils.

Data analysis will primarily involve comparisons between districts with low proportions of students classified as handicapped and districts with high classification rates. Analysis of variance factorial designs will be used to assess relationships of variables to effective program options or support services. Other analyses will involve reliability tests of instruments, descriptive statistics, and contingency tables and correlations.

The results of this research will provide information about several policy, fiscal, and programmatic issues. In particular, information will be developed about:

- the impact of teacher characteristics, particularly training, on referral rates;
- the effects of program options and support services on referral and classification rates;
- the effects of funding mechanisms and local district policies and procedures on classification rates;
- which policies and procedures directly affect delivery of services to special needs students;
- variables related to the effectiveness of pre-special education referral options; and

- questions posed on the national and State levels concerning the nature and effects of service delivery on a regular education-special education continuum.

UTAH STATE OFFICE OF EDUCATION

"Evaluation of Mainstreaming Models"

Project Director: Donna Carr

Cost: Federal Share = \$139,315

SEA Share = \$118,880

Total = \$258,195

Project Period: January 1, 1988 to June 30, 1989

Abstract:

The Utah State Office of Education is currently in its third year of a Part D funded project, "The Mainstreaming Project." This Part D project endeavors to build school-specific models for educating all at-risk students, including those with mild or moderate handicaps, in the regular classroom 100 percent of the day with successful learning occurring. The models are now ready to be finalized into formal strategies.

The purpose of this evaluation is to ascertain the efficacy of these mainstreaming models in terms of student change data. The major evaluation question to be addressed by the study is: "Which mainstreaming models, under what conditions, promote the most student growth for which students?"

The four-phased study will determine the comparative effectiveness of mainstreaming models, and identify the reasons for different levels of effectiveness. In the first phase of the study, a profile of each of the State's 16 mainstreaming projects will be developed to investigate the organizational structures, administrative procedures, and instructional strategies that are characteristics of each project. Direct classroom observations will be carried out to determine the specific teaching behaviors that are displayed in each of the mainstreaming projects. Curriculum-based as well as normative measures of achievement will be applied to determine the levels of students' academic performance and attitudes toward school. The study will describe the relationships among the selected teaching behaviors, student performance and attitudes in mainstreamed classes, and the organizational aspects of different programs.

During the second phase of the study, cluster analyses will be applied to identify similar mainstreaming strategies and to consolidate the strategies into mainstreaming models.

Phase three of the study will identify essential teaching behaviors to guide teachers and administrators toward the definition and improvement of the different mainstreaming models.

The last phase of the evaluation will study the effects of each mainstreaming model on student outcomes in relation to increased time spent in a less restrictive environment, increased rates of academic achievement, more positive self-concepts of academic ability, and degree of self-reliance.

Least restrictive environment will be measured in terms of percent of the school day a student is involved in temporal, instructional, and social integration. The time needed to learn established curricula will be used to measure rates of academic achievement. Perception of self as a student will measure self-concept of academic ability. The extent to which students can and want to complete tasks or solve problems on their own will define self-reliance.

VERMONT DEPARTMENT OF EDUCATION

"Evaluation of Special Education Programs"

Project Director: Marc Hull

Cost: Federal Share = \$105,417

SEA Share = \$103,090

Total = \$208,507

Project Period: December 1, 1987 to May 30, 1989

Abstract:

For more than three years, Vermont has been making preparations for a statewide evaluation of its special education programs. This study will capitalize on those preparations and proceed to the project's implementation, which, for the first time, will provide actors at all levels with the statistical means for gauging the effectiveness of State and local programs and, consequently, furnish the analytical tools necessary for making program adjustments.

The proposed evaluation project consists of three components:

- a uniform, statewide cost accounting system;
- a system of normative indicators, which will allow LEAs to compare their programs with those in similar districts throughout the State; and
- a set of quality indicators, or ideal standards against which individual programs can be evaluated.

I. Accounting System. The first component, the cost accounting system, has already been designed and incorporated into the State's procedures manual for monitoring regular education programs. The current objective is to implement the system in all 59 Vermont LEAs, and track all direct and indirect special education costs by local, State, and Federal revenue sources for the 1986-87 school year. To achieve this goal, the project will provide each LEA with the necessary computer software and train local bookkeepers and business managers in its operation. Data collected locally will be transmitted or mailed to the Vermont Department of Education, where random audits will be carried out prior to data analyses. Simultaneously, the project will develop a computer network through which LEAs can access the data stored in the Department and make amendments as needed.

II. Normative Indicators. The system of normative indicators, the second component of the evaluation project, consists of 115 variables that measure such program characteristics as hours spent per pupil per type of environment, pupil

attendance rates, reasons for exits, transition indicators (measured in terms of jobs attained after leaving, average wages, living independence, etc.), and expenditure indicators.

The list of variables has been determined and published in a manual that will be distributed to 20 LEAs chosen to participate in this aspect of the study. The project will train local personnel in compilation of the data, which will subsequently be centralized with the Department for analysis. In all, more than 92 pieces of information will be updated yearly for each child served by special education programs.

III. Quality Indicators. Whereas the normative indicators will compare LEA efforts with those in other districts with similar demographic and economic characteristics, the quality indicators will measure local programs against ideal objectives, rather than relative performance. This system of 235 quality indicators, developed over a 15-month period by representatives of the various actors in the special education field, will be implemented in 10 school districts.

The quality indicator component of the project will involve training local personnel, conducting internal and external site team reviews, feeding collected data into the Department's computer system, and data analysis.

The project will affect all 59 school districts and the six State-supported special education facilities, covering 11,000 students in all disability areas. For the first time, State officials as well as teachers and parents, will have a statewide data base for determining such questions as the relative share of local, State, and Federal sources in special education expenditures; how individual districts compare regarding funds spent per pupil; how well individual programs succeed in preparing exiting students for employment and relative self-subsistence; and how frequently handicapped students are absent, suspended, or expelled.

WASHINGTON STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

"Evaluating Outcomes of Transitional Planning"

Project Director: Dr. Greg Kirsch

Cost: Federal Share = \$106,882

SEA Share = \$ 78,281

Total = \$185,163

Project Period: October 1, 1987 to March 31, 1989

Abstract:

Beginning with the 1986-87 school year, States and local education agencies are submitting information to the U.S. Department of Education on needed services for students exiting the public high school system. To provide this information, Washington school districts must develop Individual Transition Plans (ITP) for each exiting student. Washington State has supported the development of systematic transition planning procedures by awarding grants to local districts for formation of local teams of school and community representatives whose task is to develop the procedures. The State agency believes that locally developed procedures are necessary if local agencies are to be responsible for developing responsive community systems for all citizens, regardless of disability. The SEA, on the other hand, is responsible for developing a common system for statewide data collection and analysis of the outcomes and needs of graduating special education students. The "Evaluating Outcomes of Transitional Planning" State Agency/Federal Evaluation Studies project will standardize a method for collecting these data throughout Washington State and assess the outcomes of transition planning.

The project, in conjunction with Washington LEAs, is developing and instituting a single ITP format that will yield data regarding postschool services. The study will generate data concerning:

- the relationship between delivery and nondelivery of required services and student outcomes;
- the differences in service delivery and student outcomes when transition planning occurs in the student's junior year rather than in the senior year;
- the interactions between type of disability and services needed, services delivered, and student outcomes;
- the interaction between needed services, services provided, student outcomes and method of exit; and

- the differences in student outcomes when ITPs are developed versus when they are not developed (pre-1986 data).

The project-developed transition and follow-up procedures will be field tested in five of Washington's school districts. After data from the field test are analyzed, the SEA will refine the procedures and incorporate them into the statewide tracking system. At least 250 high school students who leave the five districts during 1988, and who meet State and Federal handicapping condition definitions, will participate in the study. Demographic, transition, followup, and service provider information will be collected from school staff, parents of former special education students, human service providers, and former students through questionnaires and interviews. District level staff and members of Parent Advisory Councils will serve as data collectors.

The project will evaluate the outcomes of transitional services to discover whether students receive recommended services and whether those or other services enabled the student to make successful transitions to the adult world. The study will also describe the relationship between the provision of such services and the status of former special education students, in terms of type of employment, home-living situation, and community skills. Data analysis will be largely descriptive. Discriminant analysis will be used to generate hypotheses for future studies.

Based on data analysis and anecdotal information from district participants and parents, staff will revise the procedures for transition planning and follow-up activities. A training guide will be prepared for a State-level team to train groups around the State.

The data and products resulting from this study will improve transitions from school to adult services. Data linking services with outcomes will help teachers, parents, and community agencies plan more effectively for exiting students. Likewise, standardized procedures for developing individual transitional plans will enable students to more readily access appropriate adult services.

APPENDIX B
DATA TABLES

TABLE BA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	91,231	28,689	28,565	31,496	6,394	1,186	1,852	538	732	437	28
ALASKA	12,211	6,938	3,317	717	398	283	323	142	132	40	9
ARIZONA	53,219	27,984	12,872	5,332	3,951	1,839	1,316	565	531	427	2
ARKANSAS	48,222	22,938	9,576	13,382	476	637	611	328	312	244	14
CALIFORNIA	391,217	228,857	97,686	27,798	18,188	7,461	6,831	7,285	12,167	2,483	147
COLORADO	49,515	22,689	8,248	4,321	8,661	863	3,323	995	0	320	95
CONNECTICUT	64,758	29,498	13,282	4,833	13,166	859	1,289	364	1,123	321	23
DELAWARE	15,275	7,767	2,181	1,596	2,587	296	273	348	161	117	37
DISTRICT OF COLUMBIA	7,114	3,483	1,349	1,281	761	47	124	71	117	25	16
FLORIDA	181,651	78,863	57,866	28,615	29,733	1,815	0	2,481	2,893	885	68
GEORGIA	93,229	25,779	22,322	24,845	17,253	1,457	0	784	256	572	58
HAWAII	11,658	6,588	2,347	1,214	528	216	251	409	10	86	9
IDaho	18,848	9,614	3,858	3,886	583	377	255	368	482	179	6
ILLINOIS	248,169	108,848	72,764	31,683	31,611	3,687	0	4,382	1,776	1,418	86
INDIANA	195,978	35,871	48,822	22,388	4,853	1,242	1,584	816	242	579	47
IONA	56,285	22,869	12,958	11,837	6,248	851	715	1,182	3	233	45
KANSAS	42,373	18,136	12,365	6,227	4,383	723	893	684	281	249	42
KENTUCKY	73,711	21,658	26,435	19,146	2,853	828	1,481	554	357	484	11
LOUISIANA	73,852	31,611	21,231	11,876	3,718	1,566	1,166	1,027	1,146	483	34
MAINE	28,841	18,878	6,236	3,917	4,196	415	1,876	416	388	128	7
MARYLAND	98,294	49,927	24,241	6,388	3,884	1,151	2,777	625	782	525	72
MASSACHUSETTS	143,638	48,482	34,427	38,644	19,512	2,183	3,277	1,796	2,382	954	59
MICHIGAN	161,446	64,864	12,536	22,717	21,823	2,749	1,848	4,895	749	865	8
MINNESOTA	82,487	36,919	19,177	12,531	9,663	1,432	19	1,426	813	486	21
MISSISSIPPI	55,883	24,536	18,722	18,442	292	588	386	582	0	229	12
MISSOURI	99,882	41,858	29,885	16,718	6,188	895	639	744	394	318	77
MONTANA	15,388	7,536	4,627	1,328	676	273	376	149	191	184	29
NEBRASKA	38,171	12,888	8,934	4,891	2,263	572	547	712	0	184	8
NEVADA	14,743	8,151	3,233	1,813	1,886	169	677	136	212	63	1
NEW HAMPSHIRE	16,323	3,387	3,278	1,847	1,498	234	318	173	296	186	18
NEW JERSEY	172,818	75,879	58,353	7,713	14,667	1,411	11,874	718	766	591	46
NEW MEXICO	29,816	13,883	9,385	2,314	2,995	442	834	445	161	137	48
NEW YORK	292,981	152,488	37,889	28,488	46,113	4,733	12,743	3,329	4,341	1,728	53
NORTH CAROLINA	189,214	44,717	27,412	22,476	7,752	1,928	1,682	942	1,657	625	23
NORTH DAKOTA	12,279	5,251	4,188	1,752	489	164	0	225	133	76	21
OHIO	199,211	74,723	54,483	51,883	7,521	2,446	4,182	3,791	0	975	7
OKLAHOMA	65,285	28,886	28,644	11,726	1,287	837	1,738	423	246	381	43
OREGON	47,487	25,529	11,596	4,288	2,635	1,123	0	1,857	833	482	32
PENNSYLVANIA	283,258	76,852	58,436	42,485	18,686	3,441	28	1,953	0	1,467	12
PUERTO RICO	38,858	6,127	2,814	28,297	1,684	1,585	2,439	948	1,832	969	131
RHODE ISLAND	19,527	12,486	3,454	1,272	1,424	219	188	258	253	83	6
SOUTH CAROLINA	73,299	24,785	21,413	17,775	6,379	1,868	551	765	188	445	9
SOUTH DAKOTA	14,834	5,318	5,152	1,658	598	329	562	218	188	88	39
TENNESSEE	96,433	44,589	28,127	14,537	2,437	1,575	1,557	1,812	1,736	825	28
TEXAS	381,222	157,896	68,988	28,479	22,213	4,836	4,153	4,459	6,728	2,281	77
UTAH	42,811	15,966	6,847	3,625	18,856	731	1,684	348	453	272	27
VERMONT	11,485	4,519	3,572	2,834	598	199	165	123	137	59	7
VIRGINIA	183,727	47,317	29,299	14,528	7,733	1,384	1,592	891	486	767	18
WASHINGTON	78,282	34,257	15,611	8,753	3,364	1,584	2,898	1,290	2,482	985	48
WEST VIRGINIA	47,556	19,473	13,948	9,965	2,428	484	378	412	283	278	31
WISCONSIN	76,867	22,788	18,221	6,188	9,552	399	17,743	741	246	286	3
WYOMING	18,893	4,888	3,349	643	544	192	781	226	297	53	8
AMERICAN SAMOA	176	0	52	97	0	13	8	3	0	1	4
GUAM	1,852	734	281	688	41	32	99	31	10	6	8
NORTHERN MARIANAS TRUST TERRITORIES	585	388	40	64	1	28	68	79	6	4	3
VIRGIN ISLANDS	124	0	26	46	12	1	23	2	0	3	11
BUR. OF INDIAN AFFAIRS	5,386	2,884	1,377	458	273	27	261	48	56	18	8
U.S. & INSULAR AREAS	4,421,881	1,926,897	1,148,422	664,424	384,688	66,761	99,416	58,328	52,658	27,849	1,766
50 STATES, D.C. & P.R.	4,413,498	1,922,191	1,138,728	663,869	384,353	66,668	98,965	58,173	52,586	27,825	1,748

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1A1A87885)

TABLE BA2

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	98,419	28,899	26,565	31,374	6,213	838	979	538	723	384	12
ALASKA	9,895	5,356	2,488	334	343	133	236	188	97	27	9
ARIZONA	51,999	27,983	11,912	5,251	3,958	549	1,165	499	386	292	2
ARKANSAS	44,792	22,878	9,264	11,871	461	368	338	73	245	90	12
CALIFORNIA	388,713	219,981	97,688	28,733	9,772	6,649	6,020	7,285	12,148	2,417	122
COLORADO	45,198	22,455	7,888	2,999	8,351	679	1,923	639	0	254	10
CONNECTICUT	61,392	28,446	13,272	3,973	12,635	786	826	368	1,128	42	12
DELAWARE	11,419	6,688	1,834	751	1,818	72	281	38	28	17	0
DISTRICT OF COLUMBIA	2,327	989	1,248	192	72	31	4	5	3	0	0
FLORIDA	173,277	78,983	57,886	29,888	19,134	1,298	0	2,277	2,854	684	49
GEORGIA	98,278	25,742	22,284	24,186	16,742	835	0	677	237	417	10
HAWAII	11,171	6,558	2,347	1,885	475	191	153	383	2	76	1
IDAHO	18,323	9,614	3,858	2,967	479	255	222	368	482	80	6
ILLINOIS	218,415	94,325	78,887	29,885	19,812	1,586	0	1,454	1,116	628	2
INDIANA	97,425	34,886	38,271	17,777	3,588	688	458	423	59	332	39
IOWA	55,738	22,888	12,958	11,858	8,184	726	687	1,156	0	174	14
KANSAS	48,351	18,757	11,938	5,883	4,883	478	358	448	229	179	14
KENTUCKY	78,352	21,458	28,881	18,819	2,557	588	793	385	265	318	4
LOUISIANA	69,588	31,581	21,173	9,614	3,328	1,848	643	771	1,858	364	8
MAINE	25,583	18,843	6,193	3,541	3,884	385	898	371	364	128	4
MARYLAND	88,538	48,891	24,231	5,978	3,538	888	2,375	595	761	343	19
MASSACHUSETTS	128,188	44,518	29,888	27,317	17,557	1,785	2,827	1,426	1,938	887	59
MICHIGAN	149,384	64,841	42,538	15,335	18,985	2,613	169	4,895	0	830	0
MINNESOTA	81,888	36,919	19,177	12,418	9,571	1,288	0	1,426	813	365	17
MISSISSIPPI	54,828	24,533	18,589	10,859	298	326	286	524	0	118	1
MISSOURI	97,218	41,958	29,885	14,541	8,878	713	599	744	394	275	67
MONTANA	14,755	7,532	4,581	1,195	634	162	276	125	163	62	15
NEBRASKA	29,889	12,888	8,934	4,831	2,178	519	516	712	0	149	0
NEVADA	14,828	8,142	3,889	927	988	169	492	111	125	62	1
NEW HAMPSHIRE	15,354	9,241	3,218	799	1,399	88	179	144	287	26	3
NEW JERSEY	188,198	75,887	58,353	6,132	14,216	1,171	9,847	622	689	156	3
NEW MEXICO	29,413	13,883	9,385	2,298	2,927	318	718	445	161	98	16
NEW YORK	258,318	149,888	27,288	22,527	38,481	2,157	5,898	1,881	2,822	1,893	13
NORTH CAROLINA	185,945	44,887	27,483	21,455	7,143	1,197	1,888	688	1,571	536	5
NORTH DAKOTA	11,884	5,248	4,118	1,528	467	187	0	96	65	43	0
OHIO	191,445	74,723	54,483	43,748	7,335	2,327	4,182	3,791	0	857	7
OKLAHOMA	83,888	28,841	28,644	11,388	1,142	585	1,339	399	214	193	41
OREGON	41,784	25,388	11,387	1,784	2,184	128	0	575	578	35	1
PENNSYLVANIA	181,625	74,882	58,336	32,854	13,982	2,441	0	973	0	1,818	9
PUERTO RICO	38,888	8,128	2,914	19,458	1,559	1,584	2,342	884	997	959	131
RHODE ISLAND	18,785	12,358	3,418	1,845	1,284	169	57	178	165	57	2
SOUTH CAROLINA	72,338	24,818	21,413	17,343	8,345	871	412	763	188	378	9
SOUTH DAKOTA	13,534	5,317	5,152	1,528	518	258	494	126	188	42	9
TENNESSEE	95,188	44,571	28,128	14,288	2,845	1,236	1,515	1,812	1,788	666	22
TEXAS	298,185	158,788	68,315	25,928	21,888	924	3,588	4,832	7,188	1,732	41
UTAH	48,882	15,958	8,733	3,382	18,728	285	1,277	218	288	114	7
VERMONT	3,853	4,398	2,897	788	478	181	10	55	87	39	4
VIRGINIA	181,574	47,388	29,298	14,275	7,428	1,888	1,287	677	437	163	3
WASHINGTON	88,438	33,587	15,312	7,798	3,158	1,249	1,387	963	2,261	889	11
WEST VIRGINIA	45,857	19,394	13,541	9,385	2,317	312	378	293	83	174	0
WISCONSIN	73,351	22,718	17,718	5,258	9,367	288	17,338	484	145	165	2
WYOMING	9,584	4,788	2,739	584	489	132	689	118	177	48	0
AMERICAN SAMOA	114	0	52	58	0	18	0	0	0	0	2
NORTHERN MARIANAS	1,483	732	198	518	0	0	0	15	8	0	0
TRUST TERRITORIES	184	188	15	28	0	9	18	16	3	2	1
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	5,388	2,884	1,377	458	273	27	261	48	56	18	0
U.S. & INSULAR AREAS	4,188,892	1,988,739	1,114,418	577,749	341,294	45,888	75,738	48,692	44,988	19,281	851
58 STATES, D.C. & P.R.	4,158,585	1,897,843	1,112,776	576,783	341,821	45,814	75,451	48,621	44,899	19,189	848

DATA AS OF OCTOBER 1, 1987.

(T1A1A87485)

TABLE BA3

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION
DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	2,666	34	2,229	177	23	31	63	47	55	7	0
ALASKA	767	34	633	8	0	19	50	10	10	3	0
ARIZONA	2,623	171	1,819	276	64	56	185	6	38	0	0
ARKANSAS	2,585	60	2,067	131	9	67	87	11	56	16	1
CALIFORNIA	23,780	2,571	13,536	3,149	150	926	1,200	1,341	54	269	15
COLORADO	1,489	233	774	46	56	54	235	32	0	18	1
CONNECTICUT	4,506	302	3,413	186	137	138	185	76	155	11	1
DELAWARE	709	285	286	66	26	7	28	1	7	3	0
DISTRICT OF COLUMBIA	370	11	342	2	1	4	3	5	2	0	0
FLORIDA	8,847	134	6,795	925	211	216	0	483	169	89	5
GEORGIA	4,442	28	3,443	557	243	58	0	62	9	24	0
HAWAII	581	42	328	56	9	38	43	64	0	9	0
IDAH0	1,270	130	828	179	11	12	41	29	33	4	3
ILLINOIS	22,876	3,875	15,387	690	1,678	136	0	273	87	40	0
INDIANA	5,899	55	4,450	356	13	50	117	23	8	7	2
IOWA	4,929	80	2,948	1,220	207	186	97	241	0	28	2
KANSAS	2,801	127	2,021	275	86	93	56	87	28	23	5
KENTUCKY	4,343	44	3,908	194	11	28	36	35	15	10	1
LOUISIANA	5,130	244	3,616	623	37	147	129	140	156	36	2
MAINE	2,148	63	1,406	196	87	40	128	75	44	19	0
MARYLAND	5,971	840	3,597	194	88	189	528	188	159	51	6
MASSACHUSETTS	8,841	475	3,895	1,485	660	274	306	411	475	80	0
MICHIGAN	12,517	1,551	8,816	595	296	338	28	806	0	83	0
MINNESOTA	8,731	752	5,656	1,246	263	195	0	324	227	60	6
MISSISSIPPI	2,841	1	2,631	187	0	15	20	56	0	11	0
MISSOURI	5,297	423	4,099	227	216	50	213	72	17	19	21
MONTANA	1,484	42	1,143	88	21	29	41	22	11	7	0
NEBRASKA	2,750	152	1,816	358	37	66	121	164	0	36	0
NEVADA	844	159	422	28	7	36	167	15	2	8	0
NEW HAMPSHIRE	1,185	17	857	31	13	14	64	50	52	6	1
NEW JERSEY	12,506	553	7,452	84	47	50	4,280	26	11	3	0
NEW MEXICO	1,249	33	691	183	86	21	132	54	40	6	3
NEW YORK	5,410	692	3,352	285	373	182	80	63	453	90	0
NORTH CAROLINA	5,541	32	4,673	459	48	65	136	59	61	13	1
NORTH DAKOTA	1,808	67	853	43	12	8	0	13	7	5	0
OHIO	7,285	132	5,774	285	67	296	484	189	0	35	1
OKLAHOMA	5,635	161	4,431	214	14	182	506	111	43	37	14
OREGON	1,177	28	1,036	45	10	4	0	18	27	9	0
PENNSYLVANIA	7,134	357	5,727	586	180	179	0	74	0	50	1
PUERTO RICO	2,279	88	922	384	79	132	306	116	264	83	5
RHODE ISLAND	1,208	343	826	94	44	22	25	29	1	5	0
SOUTH CAROLINA	5,671	14	4,562	627	14	91	235	63	39	26	0
SOUTH DAKOTA	1,813	123	1,280	85	14	36	189	46	26	11	3
TENNESSEE	6,748	126	5,697	343	10	128	200	153	57	26	6
TEXAS	28,137	2,117	13,790	1,676	247	123	545	720	636	267	8
UTAH	2,693	283	1,145	188	219	18	167	35	21	13	0
VERMONT	487	18	413	36	5	6	3	2	2	2	0
VIRGINIA	8,944	1,295	6,276	760	144	123	176	105	48	17	0
WASHINGTON	6,562	365	4,234	954	174	234	261	261	93	44	0
WEST VIRGINIA	2,813	24	2,151	149	23	47	375	31	8	5	0
WISCONSIN	8,934	292	5,915	128	242	29	2,226	72	19	19	0
WYOMING	381	17	230	17	1	2	11	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	63	0	55	0	0	0	0	7	1	0	0
NORTHERN MARIANAS	28	1	3	7	0	2	6	7	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	274	54	174	16	2	2	14	2	18	0	0
U.S. & INSULAR AREAS	285,814	20,068	184,727	21,157	6,789	5,177	14,300	7,459	4,236	1,785	114
50 STATES, D.C. & P.R.	285,447	20,013	184,195	21,130	6,787	5,173	14,300	7,443	4,227	1,785	114

DATA AS OF OCTOBER 1, 1987.

(T1A1A87402)

TABLE BA4

NUMBER OF CHILDREN 6 - 11 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	37,753	9,089	16,358	8,588	2,474	328	441	238	289	134	6
ALASKA	4,084	2,416	1,673	187	128	54	91	63	56	13	3
ARIZONA	23,288	11,784	9,179	1,671	1,348	218	447	246	43	131	1
ARKANSAS	28,425	8,965	6,671	4,183	215	167	131	27	97	39	18
CALIFORNIA	196,828	98,818	71,881	8,597	3,355	2,779	2,258	2,781	5,942	1,010	29
COLORADO	22,829	18,858	6,174	1,816	3,134	384	886	336	0	120	3
CONNECTICUT	27,895	12,634	8,672	1,227	3,799	286	335	152	478	17	5
DELAWARE	5,788	3,181	1,462	282	887	48	112	6	5	5	0
DISTRICT OF COLUMBIA	1,278	381	838	38	9	16	1	0	1	0	0
FLORIDA	91,855	39,984	43,111	7,278	7,978	547	0	1,813	455	385	14
GEORGIA	44,789	18,887	17,254	8,938	7,578	488	0	321	187	194	6
HAWAII	5,286	2,582	1,782	389	184	92	58	141	1	36	1
IDAH0	9,887	5,888	2,858	1,188	157	133	12	182	76	34	0
ILLINOIS	182,588	38,717	58,124	5,675	5,171	787	0	579	388	381	0
INDIANA	55,282	14,848	32,488	6,427	1,448	328	288	288	28	138	22
IOWA	25,558	8,827	9,348	4,227	2,827	285	241	516	0	78	3
KANSAS	21,487	7,572	9,385	2,242	1,415	286	186	218	83	82	6
KENTUCKY	34,421	7,272	28,888	6,473	923	258	421	187	128	179	2
LOUISIANA	28,834	7,836	14,988	3,128	1,128	471	287	343	483	167	3
MAINE	12,217	4,388	4,173	1,347	1,412	133	485	212	188	56	3
MARYLAND	48,517	18,481	18,288	1,847	583	347	918	252	328	148	5
MASSACHUSETTS	58,735	22,871	13,448	12,543	8,242	718	1,195	479	718	289	38
MICHIGAN	68,883	24,118	38,585	5,883	6,142	1,888	31	1,888	0	348	0
MINNESOTA	37,236	18,782	12,838	4,382	2,482	572	0	647	328	148	6
MISSISSIPPI	25,888	7,885	14,387	3,122	88	117	97	254	0	39	0
MISSOURI	58,248	17,853	23,128	5,888	3,188	345	218	351	182	133	34
MONTANA	7,888	3,413	3,238	458	211	78	115	67	72	38	8
NEBRASKA	15,118	5,228	6,588	1,732	782	287	214	388	0	54	0
NEVADA	8,984	3,478	2,388	348	378	88	147	48	22	28	0
NEW HAMPSHIRE	8,715	3,888	2,813	288	413	36	73	88	128	8	2
NEW JERSEY	83,181	38,181	45,127	1,488	3,111	524	2,338	244	125	82	3
NEW MEXICO	14,388	5,484	6,288	788	1,172	127	278	218	59	44	9
NEW YORK	181,888	57,258	18,988	8,755	13,815	883	2,235	448	1,879	481	7
NORTH CAROLINA	51,575	17,438	28,821	7,884	2,874	572	483	482	888	281	2
NORTH DAKOTA	8,887	2,231	2,881	527	148	54	0	47	35	23	0
OHIO	95,854	28,835	44,887	14,885	2,538	1,838	1,887	1,282	0	484	4
OKLAHOMA	33,879	11,422	15,421	4,571	428	274	582	179	81	91	28
OREGON	22,354	11,444	9,188	555	883	59	0	222	218	11	1
PENNSYLVANIA	88,584	27,388	45,548	18,282	4,444	1,854	0	388	0	441	6
PUERTO RICO	13,882	3,552	1,128	5,882	534	478	812	188	314	288	38
RHODE ISLAND	8,884	5,217	2,472	388	421	72	13	98	45	25	1
SOUTH CAROLINA	35,888	18,788	15,838	5,412	2,788	428	79	358	88	188	4
SOUTH DAKOTA	6,988	2,158	3,885	578	128	147	192	62	31	12	4
TENNESSEE	48,881	17,881	28,888	4,831	785	528	658	428	581	373	11
TEXAS	137,248	64,543	48,828	8,888	7,315	382	1,438	1,488	2,728	684	15
UTAH	24,888	9,388	7,273	1,388	5,822	183	573	97	138	88	5
VERMONT	4,725	2,888	2,874	388	128	58	3	32	42	22	2
VIRGINIA	47,984	18,882	28,773	4,588	2,343	482	488	371	218	88	1
WASHINGTON	32,885	14,482	18,372	2,988	1,193	574	487	431	1,288	372	6
WEST VIRGINIA	22,555	7,815	18,388	3,288	888	138	3	133	32	97	0
WISCONSIN	38,644	7,455	18,518	1,892	2,858	88	8,348	288	58	67	0
WYOMING	5,318	2,127	2,248	174	184	85	351	85	98	25	0
AMERICAN SAMOA	58	0	43	18	0	5	0	0	0	0	1
GUAM	489	287	118	155	0	0	0	5	4	0	0
NORTHERN MARIANAS	183	79	7	8	0	1	5	8	3	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,578	1,184	889	182	183	18	138	27	33	5	0
U.S. & INSULAR AREAS	2,812,833	778,785	828,387	195,888	121,888	19,414	38,979	19,358	18,388	8,283	342
50 STATES, D.C. & P.R.	2,888,884	777,295	818,348	194,719	128,985	19,392	38,835	19,319	18,328	8,278	341

DATA AS OF OCTOBER 1, 1987.

PRODUCED BY ED/SEP DATA ANALYSIS SYSTEM (DANS), JANUARY 11, 1988.
(T1A1A87412)

TABLE BA5

NUMBER OF CHILDREN 12 - 17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETADED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	41,447	17,048	1,009	17,817	3,228	485	349	283	384	141	3
ALASKA	3,385	2,095	151	157	285	52	56	24	27	11	4
ARIZONA	21,734	14,884	876	2,376	2,374	251	426	144	297	185	1
ARKANSAS	20,180	12,978	514	6,871	227	124	181	35	84	34	1
CALIFORNIA	152,896	111,458	12,346	19,137	5,648	2,538	1,771	2,616	5,144	1,813	35
COLORADO	19,259	10,685	918	1,579	4,777	282	687	221	0	155	6
CONNECTICUT	25,527	14,259	1,151	1,872	7,211	223	288	111	413	14	5
DELAWARE	4,474	2,912	83	332	1,020	23	54	29	14	7	0
DISTRICT OF COLUMBIA	719	481	67	90	61	18	0	0	0	0	0
FLORIDA	66,889	36,418	8,985	18,174	10,368	434	0	739	1,385	286	22
GEORGIA	37,753	14,887	1,488	12,801	7,898	324	0	250	116	178	3
HAWAII	5,885	3,772	236	524	258	50	43	84	1	28	0
IDAH0	5,996	4,113	156	1,178	286	81	8	82	87	25	0
ILLINOIS	78,358	47,868	5,212	12,887	11,337	611	0	511	682	288	1
INDIANA	34,128	19,285	2,313	9,748	2,828	272	115	167	17	177	14
IONA	22,515	12,886	632	5,286	3,588	291	248	337	0	58	5
KANSAS	14,788	8,473	583	2,849	2,487	155	94	121	115	80	2
KENTUCKY	29,886	13,838	1,485	9,998	1,531	194	285	158	185	121	1
LOUISIANA	38,871	26,933	2,445	4,281	1,988	322	185	235	384	145	1
MAINE	10,884	5,136	586	1,671	2,825	187	322	89	188	38	1
MARYLAND	38,988	26,884	4,881	2,544	2,178	298	718	134	282	128	5
MASSACHUSETTS	55,889	29,352	12,392	11,567	7,888	682	1,181	441	681	275	29
MICHIGAN	68,956	38,186	3,139	7,279	11,631	1,843	28	1,371	0	387	0
MINNESOTA	32,993	18,345	1,458	5,485	6,459	485	0	484	237	147	1
MISSISSIPPI	23,888	15,171	1,516	5,787	192	158	72	184	0	62	0
MISSOURI	38,215	22,212	2,589	7,947	4,445	279	151	288	188	188	10
MONTANA	5,135	3,749	195	523	388	48	99	35	73	24	3
NEBRASKA	18,777	8,175	521	2,198	1,289	222	137	288	0	55	0
NEVADA	5,733	4,232	258	426	588	57	83	42	93	23	1
NEW HAMPSHIRE	8,952	5,144	333	385	926	25	38	22	75	12	0
NEW JERSEY	63,747	41,787	5,544	3,181	9,972	583	1,938	288	475	78	0
NEW MEXICO	12,895	7,184	2,335	1,817	1,581	147	273	137	53	35	3
NEW YORK	128,887	83,286	3,839	11,542	22,848	982	2,152	455	1,114	528	5
NORTH CAROLINA	43,785	24,882	1,786	11,281	3,918	487	358	312	822	248	1
NORTH DAKOTA	4,967	2,675	289	731	293	42	0	23	22	12	0
OHIO	79,751	42,253	3,818	24,785	4,488	829	1,382	2,885	0	377	2
OKLAHOMA	23,289	15,332	778	5,887	652	183	284	97	89	81	6
OREGON	18,625	12,925	1,849	888	1,318	51	0	225	248	18	0
PENNSYLVANIA	75,559	42,389	4,885	17,884	8,482	1,885	0	389	8	473	2
PUERTO RICO	17,918	4,141	374	10,888	578	488	788	178	298	331	58
RHODE ISLAND	8,898	6,334	312	483	745	62	13	43	185	21	0
SOUTH CAROLINA	27,993	12,981	1,179	9,434	3,518	323	59	298	49	157	3
SOUTH DAKOTA	4,272	2,777	179	739	342	71	93	17	38	15	1
TENNESSEE	37,181	24,388	1,887	7,379	1,139	492	487	388	988	248	5
TEXAS	119,121	82,188	4,577	12,888	13,384	374	1,197	1,384	3,348	673	18
UTAH	13,182	8,852	311	1,447	4,882	96	375	73	185	38	2
VERMONT	3,352	2,189	388	381	323	34	4	21	37	13	2
VIRGINIA	48,832	25,199	2,159	6,987	4,551	418	425	155	146	71	1
WASHINGTON	25,545	17,646	885	3,184	1,782	418	433	243	872	388	4
WEST VIRGINIA	18,348	10,814	976	4,981	1,343	113	0	181	34	68	0
WISCONSIN	38,195	13,644	1,249	3,118	5,874	92	5,987	174	64	72	1
WYOMING	3,544	2,423	217	248	384	88	199	33	49	19	0
AMERICAN SAMOA	47	0	9	32	0	5	0	0	8	0	1
GUAM	797	485	17	389	0	0	0	3	3	0	0
NORTHERN MARIANAS	32	11	0	18	0	4	7	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,258	1,482	292	215	181	8	77	11	9	5	0
U.S. & INSULAR AREAS	1,886,584	1,016,578	185,286	293,312	196,314	17,382	23,715	18,222	19,584	7,918	253
50 STATES, D.C. & P.R.	1,693,438	1,014,818	184,988	292,748	196,153	17,377	23,631	18,288	19,572	7,985	232

DATA AS OF OCTOBER 1, 1987.

(T1A1A87413)

TABLE BA6

NUMBER OF CHILDREN 16 - 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	8,853	2,718	97	4,888	488	74	126	50	95	22	3
ALASKA	330	211	3	62	10	8	36	3	4	0	2
ARIZONA	2,364	1,144	38	728	164	24	187	21	40	16	0
ARKANSAS	1,663	827	12	85	10	10	19	0	8	1	0
CALIFORNIA	15,689	7,114	671	4,850	621	414	791	547	519	119	43
COLORADO	1,821	881	22	358	384	30	95	30	0	12	0
CONNECTICUT	3,754	1,231	3	766	1,488	50	58	21	74	0	1
DELAWARE	456	282	3	71	85	2	7	2	2	2	0
DISTRICT OF COLUMBIA	162	97	1	62	1	1	0	0	0	0	0
FLORIDA	5,886	2,548	175	2,285	445	73	0	122	125	24	0
GEORGIA	3,286	982	19	1,928	331	53	0	24	5	23	1
HAWAII	299	152	6	86	24	18	9	14	0	3	0
IDAH0	1,450	385	1	441	45	29	161	155	286	17	3
ILLINOIS	7,481	3,205	164	2,323	1,428	52	0	91	61	16	1
INDIANA	2,916	1,420	36	1,254	187	29	16	24	6	16	1
IONA	2,736	1,076	24	1,143	272	34	180	62	0	12	4
KANSAS	1,345	385	11	517	175	16	20	22	3	5	1
KENTUCKY	2,722	1,184	27	1,358	92	20	71	25	19	6	0
LOUISIANA	4,585	2,388	122	1,988	174	108	62	53	50	16	2
MAINE	1,874	478	18	327	140	25	43	15	24	6	0
MARYLAND	5,874	2,886	293	1,281	312	46	221	21	53	16	3
MASSACHUSETTS	5,294	1,612	153	1,742	1,855	131	225	95	84	153	0
MICHIGAN	7,828	3,888	78	2,378	894	172	90	310	0	40	0
MINNESOTA	3,828	1,128	31	1,387	357	36	0	51	20	10	4
MISSISSIPPI	2,758	1,498	35	1,123	18	38	17	30	0	6	1
MISSOURI	3,457	1,862	161	1,298	243	39	25	41	29	17	2
MONTANA	527	328	17	125	14	9	21	1	7	1	4
NEBRASKA	1,253	515	11	551	72	24	44	32	0	4	0
NEVADA	545	275	11	127	23	6	85	6	8	2	0
NEW HAMPSHIRE	582	388	13	63	47	11	12	4	12	0	0
NEW JERSEY	6,762	3,288	238	1,481	1,888	94	491	84	76	12	0
NEW MEXICO	1,163	542	131	388	78	15	37	36	9	5	1
NEW YORK	16,281	8,646	186	4,825	2,227	210	631	123	176	76	1
N.C. &H. CAROLINA	5,844	2,323	43	2,131	211	73	183	55	82	22	1
NORTH DAKOTA	532	275	5	219	13	3	0	13	1	3	0
OHIO	8,635	3,583	92	3,765	310	170	419	335	0	41	0
OKLAHOMA	1,983	1,126	14	718	48	26	35	12	1	4	1
OREGON	1,628	983	33	364	112	6	0	110	95	5	0
PENNSYLVANIA	9,428	3,978	175	4,122	616	143	0	142	0	54	0
PUERTO RICO	5,495	385	392	2,768	368	484	456	324	123	257	38
RHODE ISLAND	743	484	8	188	54	13	6	8	3	6	1
SOUTH CAROLINA	3,814	858	34	1,878	188	29	39	68	12	7	2
SOUTH DAKOTA	450	250	8	132	25	4	20	1	5	4	1
TENNESSEE	4,881	2,248	78	1,715	111	98	178	62	110	19	0
TEXAS	13,879	7,920	114	3,577	913	65	325	279	486	78	6
UTAH	919	233	4	381	197	6	162	9	3	2	0
VERMONT	291	151	22	85	20	5	0	0	6	2	0
VIRGINIA	4,934	2,150	90	2,828	390	57	146	46	25	9	1
WASHINGTON	2,234	1,134	21	891	90	31	126	28	67	25	1
WEST VIRGINIA	2,141	941	34	1,818	91	16	0	28	9	6	0
WISCONSIN	3,578	1,319	36	928	481	11	859	18	6	7	1
WYOMING	481	219	13	73	26	5	48	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	114	88	0	54	0	0	0	0	0	0	0
NORTHERN MARIANAS	23	9	5	3	0	2	0	1	0	2	1
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	256	144	22	45	7	3	31	0	4	0	0
U.S. & INSULAR AREAS	192,281	85,338	4,088	68,214	17,283	3,877	6,656	3,652	2,784	1,223	142
50 STATES, D.C. & P.R.	191,684	85,117	3,973	68,188	17,196	3,872	6,625	3,651	,780	1,221	141

DATA AS OF OCTOBER 1, 1987.

(T1A1A87494)

TABLE BA7

NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	812	0	0	124	181	276	73	0	9	133	16
ALASKA	3,116	1,362	857	383	47	70	87	42	35	13	0
ARIZONA	1,230	1	160	81	1	490	151	66	135	135	0
ARKANSAS	3,430	00	112	2,231	15	289	277	247	67	154	2
CALIFORNIA	2,504	96	0	1,005	408	812	11	0	21	66	25
COLORADO	4,317	234	360	1,322	310	184	1,400	356	0	66	85
CONNECTICUT	3,366	1,052	10	000	531	153	483	4	3	279	11
DELAWARE	3,856	1,107	267	845	709	224	72	302	133	100	37
DISTRICT OF COLUMBIA	4,507	2,423	109	1,000	609	16	120	66	114	25	16
FLORIDA	8,374	0	0	5,955	1,599	325	0	124	39	121	11
GEORGIA	2,959	28	118	738	1,211	622	0	27	19	155	48
HAWAII	407	30	0	149	53	25	98	100	8	10	0
IDAH0	317	0	0	30	24	122	33	0	0	99	0
ILLINOIS	37,754	6,315	1,877	10,906	11,999	2,181	0	2,848	662	790	84
INDIANA	6,553	206	754	4,621	465	562	1,054	393	183	247	5
IOWA	467	0	0	79	136	125	28	0	3	59	11
KANSAS	2,022	49	435	344	300	253	335	156	52	70	28
KENTUCKY	3,359	200	374	1,127	298	320	000	169	92	166	7
LOUISIANA	4,352	110	58	2,262	398	518	523	256	82	119	26
MAINE	1,336	27	43	376	532	110	178	45	16	8	53
MARYLAND	1,704	36	10	414	205	351	482	30	21	182	0
MASSACHUSETTS	15,530	3,972	4,547	3,327	1,955	318	450	370	444	147	0
MICHIGAN	12,062	23	0	7,362	2,058	136	1,079	0	749	35	0
MINNESOTA	421	0	0	121	92	144	19	0	0	41	4
MISSISSIPPI	1,057	5	153	383	2	234	100	50	0	111	11
MISSOURI	2,474	0	0	2,109	36	182	40	0	0	35	10
MONTANA	614	4	36	133	42	111	100	24	28	122	14
NEBRASKA	272	0	0	00	93	53	31	0	0	35	0
NEVADA	717	9	144	56	178	0	185	27	87	1	0
NEW HAMPSHIRE	200	148	54	248	91	154	131	29	29	80	43
NEW JERSEY	5,822	72	0	1,581	451	240	2,027	90	77	435	18
NEW MEXICO	403	0	0	16	68	132	116	0	0	47	24
NEW YORK	42,063	2,600	9,743	5,953	9,652	2,576	7,045	2,248	1,519	627	40
NORTH CAROLINA	3,209	50	9	1,021	609	731	602	54	86	89	18
NORTH DAKOTA	615	3	70	232	2	57	0	129	60	33	21
OHIO	7,706	0	0	7,343	100	119	0	0	0	118	0
OKLAHOMA	1,299	25	0	338	125	252	391	24	34	100	2
OREGON	5,703	109	209	2,576	531	1,003	0	402	295	367	31
PENNSYLVANIA	21,633	2,700	2,100	9,551	4,764	1,000	20	900	0	449	0
PUERTO RICO	1,172	1	0	847	45	1	97	136	35	10	0
RHODE ISLAND	822	100	36	227	100	50	43	0	0	26	0
SOUTH CAROLINA	901	89	0	433	34	197	139	2	0	67	0
SOUTH DAKOTA	500	1	0	124	88	71	60	92	0	18	30
TENNESSEE	1,204	20	1	209	392	339	42	0	20	159	0
TEXAS	11,037	336	505	2,551	344	3,912	647	427	1,620	79	36
UTAH	1,929	16	114	323	136	446	487	130	105	50	20
VERMONT	2,550	121	675	1,248	114	90	155	68	20	20	3
VIRGINIA	1,853	11	1	253	305	224	305	14	49	604	35
WASHINGTON	3,846	090	299	955	205	255	703	327	201	90	31
WEST VIRGINIA	1,099	79	399	000	103	152	0	119	120	90	0
WISCONSIN	2,716	50	511	050	105	199	405	277	103	121	1
WYOMING	1,329	102	040	139	55	00	92	116	120	5	0
AMERICAN SAMOA	64	0	0	47	0	3	0	16	0	1	2
GUAM	309	2	11	172	41	32	99	10	2	0	0
NORTHERN MARIANAS TRUST TERRITORIES	401	200	25	44	1	11	42	63	3	2	2
VIRGIN ISLANDS	124	0	26	46	12	1	25	2	0	3	11
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	254,909	25,350	26,012	06,075	43,306	21,701	23,606	11,636	7,692	7,840	915
50 STATES, D.C. & P.R.	253,931	25,148	25,950	06,366	43,332	21,634	23,514	11,552	7,607	7,836	892

DATA AS OF OCTOBER 1, 1987.

(T1A1A87905)

TABLE BA.8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	53,967	91,167	91,231	37,244	124	69.0	0.1
ALASKA	9,597	11,895	12,211	2,614	316	27.2	2.7
ARIZONA	43,645	51,865	53,219	10,174	1,414	23.6	2.7
ARKANSAS	28,487	47,322	46,222	19,735	900	69.3	1.9
CALIFORNIA	332,291	378,886	361,217	58,926	12,320	17.7	3.3
COLORADO	47,943	47,953	49,515	1,572	1,562	3.3	3.3
CONNECTICUT	62,865	65,426	64,756	2,673	-668	4.3	-1.0
DELAWARE	14,367	15,322	15,275	968	-47	6.8	-0.3
DISTRICT OF COLUMBIA	9,261	7,669	7,114	-2,147	45	-23.2	0.6
FLORIDA	117,257	172,821	181,651	64,394	8,330	54.9	5.1
GEORGIA	85,299	93,295	93,229	8,020	-66	9.4	-0.1
HAWAII	10,544	11,947	11,656	1,114	-289	10.6	-2.4
IDAHO	14,573	19,159	18,646	4,067	-519	27.9	-2.7
ILLINOIS	229,797	242,333	248,189	18,372	5,836	8.0	2.4
INDIANA	87,644	104,417	105,978	18,334	1,561	20.9	1.5
IOWA	51,655	56,476	56,285	5,150	-271	10.1	-0.5
KANSAS	37,623	41,176	42,373	4,750	1,197	12.6	2.9
KENTUCKY	57,657	73,569	73,711	16,054	151	29.2	0.2
LOUISIANA	86,969	76,628	73,852	-13,137	-2,776	-15.1	-3.6
MAINE	23,761	27,845	26,841	3,140	-1,004	13.2	-3.6
MARYLAND	84,184	89,841	90,294	6,110	1,253	7.3	1.4
MASSACHUSETTS	131,992	141,448	143,636	11,644	2,168	8.8	1.5
MICHIGAN	153,113	161,862	161,446	8,333	-416	5.4	-0.3
MINNESOTA	72,136	81,486	82,487	10,271	919	14.2	1.1
MISSISSIPPI	29,219	53,664	55,683	26,464	2,599	50.8	4.9
MISSOURI	94,367	99,378	99,692	5,385	314	5.6	0.3
MONTANA	8,610	15,376	15,369	6,759	-7	78.5	0.0
NEBRASKA	23,278	30,453	30,171	4,961	-282	19.4	-0.9
NEVADA	11,133	14,178	14,743	3,610	565	32.4	4.0
NEW HAMPSHIRE	9,916	16,071	16,323	6,407	252	64.6	1.6
NEW JERSEY	143,677	170,512	172,618	26,941	1,506	18.6	0.9
NEW MEXICO	15,149	29,556	29,816	14,667	260	96.8	0.9
NEW YORK	246,256	289,583	292,981	52,731	3,396	21.9	1.2
NORTH CAROLINA	96,635	112,934	109,214	11,179	-3,720	11.4	-3.3
NORTH DAKOTA	8,976	11,859	12,279	3,363	429	36.8	3.6
OHIO	166,314	196,956	199,211	30,897	255	18.1	0.1
OKLAHOMA	44,181	65,061	65,285	21,104	204	47.8	0.3
OREGON	37,256	46,575	47,487	10,229	912	27.5	2.0
PENNSYLVANIA	296,792	262,357	263,256	-3,534	901	-1.7	0.4
PUERTO RICO	11,260	44,628	39,656	28,656	-4,762	255.9	-10.7
RHODE ISLAND	15,971	19,152	19,527	3,556	375	22.3	2.0
SOUTH CAROLINA	72,357	72,157	73,299	942	1,142	1.3	1.6
SOUTH DAKOTA	9,936	13,629	14,634	4,698	485	41.2	3.0
TENNESSEE	99,251	95,369	96,433	-2,818	1,053	-2.8	1.1
TEXAS	233,552	293,418	301,222	67,670	7,804	29.0	2.7
UTAH	37,264	41,791	42,811	5,667	1,020	15.1	2.4
VERMONT	6,362	10,665	11,485	5,023	740	78.7	6.9
VIRGINIA	77,616	102,814	103,727	26,111	913	33.6	0.9
WASHINGTON	57,785	66,431	70,282	12,577	1,831	21.8	2.7
WEST VIRGINIA	36,135	46,489	47,556	17,421	1,147	57.8	2.5
WISCONSIN	58,819	75,945	76,067	18,048	122	31.1	0.2
WYOMING	7,261	10,654	10,693	3,632	239	50.0	2.2
AMERICAN SAMOA	139	281	178	39	-23	28.1	-11.4
GUAM	2,597	929	1,852	-745	-77	-28.7	-4.0
NORTHERN MARIANAS	-	-	585	-	-	-	-
TRUST TERRITORIES	1,120	-	-	-	-	-	-
VIRGIN ISLANDS	1,712	1,414	124	-1,588	-1,290	-92.8	-91.2
BUR. OF INDIAN AFFAIRS	-	5,368	5,368	-	-22	-	-0.4
U.S. & INSULAR AREAS	3,706,661	4,376,244	4,421,661	713,000	51,357	19.2	1.2
50 STATES, D.C. & P.R.	3,703,633	4,361,312	4,413,496	710,463	52,184	19.2	1.2

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1967.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

LEARNING DISABLED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	5,436	27,751	28,689	23,453	1,130	431.4	4.1
ALASKA	3,927	6,936	6,936	3,011	0	76.7	0.0
ARIZONA	17,214	26,866	27,964	10,770	1,118	62.6	4.2
ARKANSAS	5,072	21,675	22,930	17,858	1,655	352.1	4.6
CALIFORNIA	74,484	211,940	220,857	145,653	8,117	195.6	3.6
COLORADO	16,661	21,569	22,689	6,028	1,120	36.2	5.2
CONNECTICUT	19,201	29,690	29,496	10,297	-192	53.6	-0.6
DELAWARE	4,392	7,623	7,767	3,375	144	76.6	1.9
DISTRICT OF COLUMBIA	1,661	3,644	3,483	1,742	359	104.9	11.6
FLORIDA	31,850	64,436	70,063	38,213	5,627	129.0	6.7
GEORGIA	15,744	23,237	25,770	10,026	2,533	63.7	10.9
HAWAII	4,880	6,992	6,588	1,708	-404	35.0	-5.8
IDAHO	5,604	9,181	9,614	4,010	433	71.6	4.7
ILLINOIS	53,328	99,091	100,840	47,512	1,749	89.1	1.6
INDIANA	5,422	33,646	35,072	29,650	1,226	546.6	3.6
IOWA	17,553	21,676	22,000	4,516	393	25.7	1.6
KANSAS	8,425	16,242	16,006	6,581	564	99.5	3.5
KENTUCKY	7,423	21,675	21,650	14,227	-225	191.7	-1.0
LOUISIANA	10,823	33,261	31,611	20,788	-1,650	192.1	-5.0
MAINE	7,261	9,903	10,070	2,809	167	38.7	1.7
MARYLAND	29,693	44,444	49,927	20,834	5,443	71.6	12.3
MASSACHUSETTS	18,542	49,450	48,482	29,940	-968	161.5	-2.0
MICHIGAN	28,143	63,690	64,864	36,721	974	130.5	1.5
MINNESOTA	21,456	37,161	36,919	15,463	-262	72.1	-0.7
MISSISSIPPI	2,748	22,476	24,538	21,790	2,062	792.9	9.2
MISSOURI	22,062	40,727	41,950	19,888	1,223	83.5	3.0
MONTANA	2,683	7,599	7,536	4,853	-63	161.4	-0.6
NEBRASKA	5,433	12,163	12,068	6,635	-95	122.1	-0.6
NEVADA	4,782	7,782	6,151	3,369	369	70.5	4.7
NEW HAMPSHIRE	3,691	9,489	9,387	6,296	-22	263.7	-0.2
NEW JERSEY	33,188	71,700	75,879	42,691	4,179	128.6	5.0
NEW MEXICO	6,175	12,342	13,063	6,908	741	111.9	6.0
NEW YORK	34,514	143,461	152,460	117,946	8,999	341.7	6.3
NORTH CAROLINA	17,697	47,733	44,717	27,020	-3,016	152.7	-6.3
NORTH DAKOTA	2,439	5,060	5,251	2,812	171	115.3	3.4
OHIO	32,399	73,546	74,723	42,324	1,175	130.6	1.6
OKLAHOMA	15,015	27,623	28,066	13,051	243	86.9	0.9
OREGON	11,146	25,175	25,529	14,383	354	129.0	1.4
PENNSYLVANIA	19,772	74,284	76,852	57,080	2,648	288.7	3.6
PUERTO RICO	1,612	6,269	8,127	7,115	1,916	763.1	38.9
RHODE ISLAND	4,628	12,463	12,466	7,848	3	169.6	0.0
SOUTH CAROLINA	10,821	23,067	24,785	13,964	1,098	128.3	4.7
SOUTH DAKOTA	1,196	4,983	5,318	4,122	415	344.6	6.5
TENNESSEE	35,243	43,477	44,599	9,356	1,122	26.5	2.6
TEXAS	56,890	153,535	157,896	106,206	3,561	260.7	2.3
UTAH	13,584	14,796	15,968	2,384	1,170	17.6	7.9
VERMONT	2,026	4,128	4,519	2,493	391	123.1	9.5
VIRGINIA	16,211	45,079	47,317	31,106	2,238	191.9	5.0
WASHINGTON	10,129	33,920	34,257	24,128	337	238.2	1.0
WEST VIRGINIA	5,743	16,187	19,473	13,730	1,366	239.1	7.5
WISCONSIN	14,376	29,717	22,768	8,390	-6,949	58.4	-23.4
WYOMING	3,684	5,261	4,888	1,204	-393	58.5	-7.4
AMERICAN SAMOA	37	0	0	-37	0	-100.0	0.0
GUAM	146	705	734	588	29	395.9	4.1
NORTHERN MARIANAS	-	-	366	-	-	-	-
TRUST TERRITORIES	269	-	-	-	-	-	-
VIRGIN ISLANDS	176	282	0	-176	-282	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	2,965	2,064	-	-41	-	-1.4
U.S. & INSULAR AREAS	797,226	1,672,339	1,926,097	1,128,871	53,758	141.6	2.9
50 STATES, D.C. & P.R.	796,596	1,668,447	1,922,191	1,125,595	53,744	141.3	2.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1967.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
SPEECH IMPAIRED

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED+	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	14,898	19,992	29,585	6,489	573	43.9	2.9
ALASKA	1,844	3,197	3,317	1,473	129	79.9	3.8
ARIZONA	11,379	11,461	12,872	693	611	6.1	5.3
ARKANSAS	7,182	9,285	9,378	2,194	171	30.5	1.9
CALIFORNIA	127,617	95,572	97,698	-38,289	2,636	-23.6	2.1
COLORADO	13,189	8,136	8,248	-4,921	112	-37.4	1.4
CONNECTICUT	16,518	13,278	13,282	-3,236	4	-19.6	0.0
DELAWARE	3,395	1,883	2,191	-1,294	218	-38.1	11.6
DISTRICT OF COLUMBIA	2,498	1,523	1,349	-1,149	-177	-46.0	-11.6
FLORIDA	37,253	54,199	57,898	19,813	2,876	53.2	5.3
GEORGIA	23,322	21,986	22,322	-1,689	726	-4.3	3.4
HAWAII	2,452	2,287	2,347	-185	69	-4.3	2.6
IDaho	3,282	4,674	3,858	588	-224	17.3	-5.5
ILLINOIS	88,274	71,573	72,764	-7,510	1,191	-8.4	1.7
INDIANA	48,750	39,757	40,825	-8,734	288	-17.9	0.7
IOWA	17,475	13,627	12,959	-4,525	-677	-25.9	-5.0
KANSAS	15,591	11,851	12,365	-3,136	514	-20.2	4.3
KENTUCKY	21,541	25,919	28,435	4,894	525	22.7	2.0
LOUISIANA	44,828	21,475	21,231	-22,797	-244	-51.6	-1.1
MAINE	5,973	6,623	6,236	263	-387	4.4	-6.6
MARYLAND	38,284	25,547	24,241	-8,643	-1,396	-28.0	-5.1
MASSACHUSETTS	35,877	32,786	34,427	-659	1,661	-1.9	5.1
MICHIGAN	67,464	42,641	42,536	-24,928	-165	-37.0	-0.2
MINNESOTA	26,892	16,759	19,177	-7,515	418	-28.2	2.2
MISSISSIPPI	9,618	17,362	18,722	9,106	1,360	94.7	7.6
MISSOURI	36,296	29,735	29,885	-6,431	138	-17.7	0.4
MONTANA	2,491	4,552	4,627	2,136	75	85.7	1.6
NEBRASKA	19,331	9,898	8,934	-1,397	-164	-13.5	-1.8
NEVADA	1,127	3,157	3,233	186	76	3.4	2.4
NEW HAMPSHIRE	1,338	3,385	3,279	1,932	178	144.4	5.7
NEW JERSEY	68,945	61,692	58,353	-10,592	-2,739	-15.4	-4.5
NEW MEXICO	2,958	9,491	9,385	7,387	-36	355.1	-0.4
NEW YORK	61,549	38,937	37,899	-24,548	376	-39.9	0.2
NORTH CAROLINA	28,913	27,838	27,412	-499	285	1.9	1.4
NORTH DAKOTA	3,923	3,979	4,188	499	285	6.8	5.3
OHIO	58,887	54,884	54,483	-4,384	-421	-7.4	-0.8
OKLAHOMA	14,136	29,855	29,644	6,508	-211	46.0	-1.0
OREGON	19,882	11,867	11,586	-794	569	-7.4	4.6
PENNSYLVANIA	99,213	59,895	58,436	-40,777	-1,459	-41.1	-2.4
PUERTO RICO	219	1,788	2,814	2,595	1,024	1,184.9	59.9
RHODE ISLAND	5,217	3,259	3,454	-1,763	195	-33.3	6.0
SOUTH CAROLINA	23,379	28,535	21,413	-1,957	878	-8.4	4.3
SOUTH DAKOTA	5,978	5,384	5,152	-626	-152	-13.8	-2.9
TENNESSEE	31,782	27,655	28,127	-3,575	472	-11.3	1.7
TEXAS	78,523	66,898	68,989	-9,623	2,814	-12.3	3.0
UTAH	6,632	8,522	3,847	2,215	325	33.4	3.8
VERMONT	1,785	3,228	3,572	1,887	344	102.4	18.7
VIRGINIA	29,893	29,517	29,299	-364	-218	-1.3	-0.7
WASHINGTON	24,855	14,851	15,611	-8,844	989	-36.7	6.6
WEST VIRGINIA	9,947	13,888	13,948	3,993	52	48.1	0.4
WISCONSIN	15,484	18,862	18,221	2,817	-641	18.3	-3.4
WYOMING	1,618	3,328	3,349	1,539	29	85.0	0.9
AMERICAN SAMOA	0	49	52	52	12	189.0	36.0
GUAM	481	177	281	-289	24	-58.2	13.6
NORTHERN MARIANAS TRUST TERRITORIES	77	-	48	-	-	-	-
VIRGIN ISLANDS	325	222	28	-299	-196	-92.0	-68.3
BUR. OF INDIAN AFFAIRS	-	1,334	1,377	-	43	-	3.2
U.S. & INSULAR AREAS	1,382,678	1,128,471	1,148,422	-162,256	11,951	-12.5	1.1
50 STATES, D.C. & P.R.	1,381,795	1,126,898	1,138,726	-163,089	12,828	-12.5	1.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MENTALLY RETARDED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	31,283	35,638	31,498	295	-2,148	0.9	-6.4
ALASKA	1,277	699	717	-568	27	-43.9	3.9
ARIZONA	8,688	5,572	5,332	-3,276	-248	-36.1	-4.3
ARKANSAS	14,674	13,783	13,382	-1,372	-401	-9.3	-2.9
CALIFORNIA	42,916	27,119	27,798	-15,118	679	-35.2	2.5
COLORADO	10,877	4,445	4,321	-6,756	-124	-57.1	-2.8
CONNECTICUT	10,132	5,266	4,833	-5,299	-433	-52.3	-8.2
DELAWARE	3,199	1,783	1,598	-1,603	-187	-50.1	-6.3
DISTRICT OF COLUMBIA	2,918	1,385	1,281	-1,717	-184	-58.8	-13.3
FLORIDA	34,311	26,587	26,615	-7,696	28	-22.4	0.1
GEORGIA	31,744	18,878	24,845	-6,899	6,767	-21.7	37.4
HAWAII	2,434	1,261	1,214	-1,220	-47	-50.1	-3.7
IDaho	3,567	3,172	3,886	-561	-166	-15.7	-5.2
ILLINOIS	48,974	39,871	31,683	-17,291	812	-35.3	2.6
INDIANA	27,784	22,986	22,396	-5,388	-588	-19.4	-2.2
IOHA	12,663	12,111	11,937	-726	-174	-5.7	-1.4
KANSAS	8,685	6,133	6,227	-2,438	94	-28.1	1.5
KENTUCKY	22,872	19,416	19,148	-3,726	-270	-16.3	-1.4
LOUISIANA	24,547	11,857	11,876	-12,671	-81	-51.6	-0.7
MAINE	5,664	4,522	3,917	-1,747	-605	-30.8	-13.4
MARYLAND	17,523	7,287	6,388	-11,133	-897	-63.5	-12.3
MASSACHUSETTS	34,972	39,185	38,544	-4,328	479	-12.4	1.6
MICHIGAN	34,715	23,563	22,717	-11,998	-866	-34.6	-3.7
MINNESOTA	15,148	12,499	12,531	-2,689	32	-17.2	0.3
MISSISSIPPI	15,487	11,354	10,442	-5,043	-912	-32.6	-6.0
MISSOURI	25,384	17,639	16,718	-8,594	-929	-34.0	-5.3
MONTANA	2,114	1,372	1,328	-786	-44	-37.2	-3.2
NEBRASKA	7,557	4,929	4,881	-2,668	-38	-35.3	-0.8
NEVADA	1,586	987	1,013	-573	26	-36.1	2.6
NEW HAMPSHIRE	2,728	1,883	1,847	-1,673	-46	-61.5	-4.2
NEW JERSEY	22,384	8,888	7,713	-14,681	-1,867	-65.6	-12.4
NEW MEXICO	4,519	2,421	2,314	-2,285	-187	-48.8	-4.4
NEW YORK	55,582	31,873	28,488	-27,182	-2,593	-48.8	-6.3
NORTH CAROLINA	46,334	23,748	22,478	-23,858	-1,272	-51.5	-5.4
NORTH DAKOTA	1,974	1,787	1,732	-222	-35	-11.2	-2.0
OHIO	67,628	52,443	51,863	-16,543	-1,368	-24.5	-2.5
OKLAHOMA	12,753	11,886	11,726	-1,027	-172	-8.1	-1.4
OREGON	7,697	4,448	4,288	-3,417	-168	-44.4	-3.8
PENNSYLVANIA	56,461	43,444	42,485	-14,056	-1,839	-24.9	-2.4
PUERTO RICO	8,132	23,583	29,297	12,165	-3,296	149.6	-14.8
RHODE ISLAND	2,483	1,328	1,272	-1,211	-54	-48.8	-4.1
SOUTH CAROLINA	29,944	18,657	17,776	-12,168	-881	-40.6	-4.7
SOUTH DAKOTA	1,787	1,678	1,658	-137	-28	-7.7	-1.7
TENNESSEE	23,819	15,413	14,537	-8,482	-876	-36.8	-5.7
TEXAS	47,588	28,587	28,479	-19,181	-28	-40.1	-0.1
UTAH	5,117	3,782	3,625	-1,492	-77	-29.2	-2.1
VERMONT	2,133	2,181	2,834	-99	-127	-4.6	-5.9
VIRGINIA	22,359	15,214	14,528	-7,831	-686	-35.0	-4.5
WASHINGTON	11,684	8,733	6,753	-2,931	28	-25.1	0.2
WEST VIRGINIA	11,963	10,257	9,965	-1,998	-292	-16.7	-2.8
WISCONSIN	19,187	12,336	6,186	-13,081	-6,238	-68.2	-58.5
WYOMING	1,197	865	643	-554	-222	-46.3	-25.7
AMERICAN SAMOA	71	134	97	26	-37	36.6	-27.5
GUAM	739	748	698	-49	-58	-6.6	-7.8
NORTHERN MARIANAS	-	-	64	-	-	-	-
TRUST TERRITORIES	526	-	-	-	-	-	-
VIRGIN ISLANDS	954	751	48	-908	-785	-95.2	-93.9
BUR. OF INDIAN AFFAIRS	-	497	458	-	-39	-	-7.8
U.S. & INSULAR AREAS	989,582	686,877	664,424	-325,138	-21,653	-31.5	-3.2
50 STATES, D.C. & P.R.	967,272	683,947	663,869	-304,283	-20,678	-31.4	-3.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
EMOTIONALLY DISTURBED

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	917	5,983	6,394	5,477	491	597.3	8.3
ALASKA	335	328	399	55	62	16.4	18.9
ARIZONA	3,065	4,332	3,951	286	-761	7.8	-8.6
ARKANSAS	248	494	476	236	-18	96.3	-3.6
CALIFORNIA	21,998	9,612	18,188	-11,619	568	-53.7	5.9
COLORADO	4,844	8,479	8,661	3,617	182	78.8	2.1
CONNECTICUT	19,381	13,446	13,166	2,785	-280	26.8	-2.1
DELAWARE	2,753	3,829	2,537	-186	-433	-6.8	-14.3
DISTRICT OF COLUMBIA	1,866	792	781	-325	-31	-29.9	-3.9
FLORIDA	7,584	28,326	29,733	13,149	487	173.4	2.8
GEORGIA	9,877	15,224	17,253	8,176	2,829	99.1	13.3
HAWAII	158	588	528	379	28	236.2	5.6
IDAH0	581	587	583	-78	-94	-13.4	-15.7
ILLINOIS	31,157	29,988	31,811	454	1,851	1.5	5.5
INDIANA	1,488	3,638	4,853	2,853	415	129.5	11.4
IONA	1,757	6,879	6,248	4,483	181	255.2	2.6
KANSAS	1,988	4,527	4,383	2,483	-144	121.4	-3.2
KENTUCKY	1,534	2,853	2,853	1,319	288	86.8	7.5
LOUISIANA	3,489	3,996	3,718	219	-278	6.3	-7.9
MAINE	2,984	4,441	4,198	1,292	-245	44.5	-6.5
MARYLAND	3,787	3,989	3,884	17	-195	0.4	-4.9
MASSACHUSETTS	24,467	19,428	19,512	-4,955	84	-20.3	0.4
MICHIGAN	13,224	21,888	21,823	7,799	-846	59.8	-3.9
MINNESOTA	4,483	8,896	9,683	5,208	787	119.5	8.6
MISSISSIPPI	59	338	292	242	-46	484.0	-13.6
MISSOURI	5,358	7,772	6,188	2,749	336	51.3	4.3
MONTANA	317	682	676	359	14	113.2	2.1
NEBRASKA	977	2,388	2,283	1,286	-105	131.6	-4.4
NEVADA	548	981	1,686	538	185	98.2	18.7
NEW HAMPSHIRE	686	1,398	1,498	884	189	117.2	7.2
NEW JERSEY	11,758	14,453	14,667	2,989	214	24.7	1.5
NEW MEXICO	1,278	3,837	2,995	1,717	-42	136.4	-1.4
NEW YORK	48,948	48,787	48,113	1,165	1,348	2.5	2.9
NORTH CAROLINA	2,482	7,317	7,752	5,290	435	214.9	5.9
NORTH DAKOTA	286	487	489	283	62	127.7	15.2
OHIO	1,948	7,888	7,521	5,581	433	287.7	6.1
OKLAHOMA	482	1,215	1,237	885	52	174.2	4.3
OREGON	2,439	2,611	2,635	196	24	8.0	0.9
PENNSYLVANIA	9,791	17,838	18,686	8,875	1,831	98.6	5.6
PUERTO RICO	378	1,375	1,884	1,228	229	328.6	16.7
RHODE ISLAND	1,248	1,285	1,424	176	159	14.1	12.6
SOUTH CAROLINA	4,658	6,228	6,379	2,321	159	57.2	2.6
SOUTH DAKOTA	149	884	588	449	-6	381.3	-1.8
TENNESSEE	2,482	2,528	2,437	-45	-83	-1.8	-3.3
TEXAS	9,731	21,145	22,215	12,482	1,088	128.3	5.1
UTAH	18,288	11,392	18,858	576	-536	5.6	-4.7
VERMONT	127	461	588	463	181	364.6	28.7
VIRGINIA	3,689	7,313	7,733	4,844	428	189.6	5.7
WASHINGTON	5,891	3,886	3,364	-2,527	-522	-42.9	-13.4
WEST VIRGINIA	635	2,224	2,428	1,785	198	281.1	8.8
WISCONSIN	4,836	11,318	9,552	4,718	-1,766	97.5	-15.6
WYOMING	447	258	544	97	286	21.7	118.9
AMERICAN SAMOA	0	1	0	0	-1	0.0	-188.0
GUAM	23	65	41	18	-24	78.3	-36.9
NORTHERN MARIANAS	-	-	1	-	-	-	-
TRUST TERRITORIES	95	-	-	-	-	-	-
VIRGIN ISLANDS	78	44	12	-64	-32	-84.2	-72.7
BUR. OF INDIAN AFFAIRS	-	244	273	-	29	-	11.9
U.S. & INSULAR AREAS	283,887	378,943	384,898	181,593	7,737	35.9	2.1
50 STATES, D.C. & P.R.	282,893	378,589	384,353	181,488	7,784	35.9	2.1

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

HARD OF HEARING & DEAF

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	924	1,146	1,186	182	-34	19.7	-3.0
ALASKA	482	190	283	-279	13	-57.9	6.6
ARIZONA	987	1,825	1,839	132	14	14.6	1.4
ARKANSAS	515	683	637	122	34	23.7	5.6
CALIFORNIA	7,124	7,347	7,481	337	114	4.7	1.6
COLORADO	1,181	893	863	-318	-30	-26.9	-3.4
CONNECTICUT	1,898	847	859	-1,031	12	-54.6	1.4
DELAWARE	188	289	296	128	7	78.2	2.4
DISTRICT OF COLUMBIA	278	42	47	-231	5	-83.1	11.9
FLORIDA	2,183	1,882	1,615	-348	13	-18.1	0.7
GEORGIA	2,249	927	1,457	-792	530	-35.2	57.2
HAWAII	335	235	216	-119	-19	-35.5	-8.1
IDAHO	421	361	377	-44	16	-10.5	4.4
ILLINOIS	4,349	3,587	3,687	-662	100	-15.2	2.6
INDIANA	1,688	1,228	1,242	-416	22	-25.2	1.6
IOWA	915	985	851	-64	-54	-7.0	-6.0
KANSAS	1,981	658	723	-1,298	73	-65.5	11.2
KENTUCKY	1,256	836	828	-436	-16	-34.7	-1.9
LOUISIANA	1,378	1,688	1,588	188	-114	13.6	-6.8
MAINE	583	443	415	-178	-28	-30.8	-6.3
MARYLAND	1,827	1,419	1,151	-476	-268	-29.3	-18.9
MASSACHUSETTS	8,738	1,955	2,183	-4,635	148	-68.6	7.6
MICHIGAN	3,181	2,782	2,749	-352	-13	-11.4	-0.5
MINNESOTA	1,574	1,584	1,432	-142	-72	-9.0	-4.6
MISSISSIPPI	881	558	588	-241	2	-38.1	0.4
MISSOURI	1,485	881	895	-578	14	-38.9	1.6
MONTANA	361	289	273	-88	4	-24.4	1.5
NEBRASKA	474	485	572	98	187	29.7	23.8
NEVADA	284	149	189	-35	20	-17.2	13.4
NEW HAMPSHIRE	432	233	234	-198	1	-45.6	6.4
NEW JERSEY	2,784	1,836	1,411	-1,383	-225	-49.5	-13.8
NEW MEXICO	422	414	442	20	28	4.7	6.6
NEW YORK	5,853	4,531	4,733	-1,188	202	-19.7	4.5
NORTH CAROLINA	2,336	2,898	1,928	-488	-168	-17.5	-6.8
NORTH DAKOTA	285	178	184	-41	-14	-28.0	-7.2
OHIO	2,779	2,473	2,446	-333	-27	-12.0	-1.1
OKLAHOMA	818	886	837	21	-29	2.6	-3.3
OREGON	1,285	1,287	1,123	-142	-84	-11.2	-7.0
PENNSYLVANIA	5,453	3,816	3,441	-2,012	-175	-36.9	-4.6
PUERTO RICO	991	2,717	1,585	514	-1,212	51.9	-44.6
RHODE ISLAND	356	216	219	-137	3	-38.5	1.4
SOUTH CAROLINA	1,813	1,828	1,888	-545	48	-33.6	3.9
SOUTH DAKOTA	248	185	329	81	144	32.7	77.6
TENNESSEE	2,178	1,838	1,575	-681	-65	-27.6	-3.4
TEXAS	6,421	4,848	4,836	-1,585	-18	-24.7	-0.2
UTAH	748	848	731	-15	-189	-2.0	-13.8
VERMONT	138	199	199	81	8	44.2	8.8
VIRGINIA	1,797	1,337	1,384	-493	-33	-27.4	-2.5
WASHINGTON	2,359	1,384	1,584	-855	120	-36.2	6.7
WEST VIRGINIA	578	489	484	-112	-5	-19.4	-1.1
WISCONSIN	1,287	1,828	399	-888	-829	-68.5	-61.2
WYOMING	185	187	192	7	5	3.8	2.7
AMERICAN SAMOA	24	18	13	-11	3	-45.8	38.8
GUAM	1,164	37	32	-1,132	-5	-97.3	-13.5
NORTHERN MARIANAS	-	-	28	-	-	-	-
TRUST TERRITORIES	71	-	-	-	-	-	-
VIRGIN ISLANDS	117	43	1	-116	-42	-99.1	-97.7
BUR. OF INDIAN AFFAIRS	-	23	27	-	4	-	17.4
U.S. & INSULAR AREAS	89,758	88,413	88,781	-22,997	-1,352	-25.6	-2.4
50 STATES, D.C. & P.R.	88,382	88,388	88,868	-21,714	-1,632	-24.6	-2.4

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2805)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
MULTIHANDICAPPED

STATE	NUMBER SERVED			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	-	1,011	1,052	-	41	-	4.1
ALASKA	-	208	323	-	55	-	26.5
ARIZONA	-	1,003	1,316	-	313	-	31.2
ARKANSAS	-	570	611	-	41	-	7.2
CALIFORNIA	-	5,182	6,831	-	869	-	16.8
COLORADO	-	3,055	3,323	-	268	-	8.8
CONNECTICUT	-	1,097	1,289	-	282	-	26.0
DELAWARE	-	211	273	-	62	-	29.4
DISTRICT OF COLUMBIA	-	62	124	-	62	-	100.0
FLORIDA	-	117	0	-	-117	-	-100.0
GEORGIA	-	12,000	0	-	-12,000	-	-100.0
HAWAII	-	285	251	-	46	-	22.4
IDAHO	-	481	255	-	-226	-	-47.0
ILLINOIS	-	0	0	-	0	-	0.0
INDIANA	-	1,432	1,504	-	72	-	5.0
IOWA	-	607	715	-	108	-	17.8
KANSAS	-	624	693	-	69	-	11.1
KENTUCKY	-	1,327	1,481	-	154	-	11.6
LOUISIANA	-	1,251	1,106	-	-145	-	-11.6
MAINE	-	777	1,076	-	299	-	38.5
MARYLAND	-	3,711	2,777	-	-934	-	-25.2
MASSACHUSETTS	-	3,100	3,277	-	177	-	5.7
MICHIGAN	-	1,000	1,048	-	48	-	4.8
MINNESOTA	-	0	19	-	19	-	100.0
MISSISSIPPI	-	250	306	-	56	-	22.4
MISSOURI	-	640	630	-	-10	-	-1.6
MONTANA	-	367	376	-	9	-	2.5
NEBRASKA	-	684	547	-	-137	-	-19.9
NEVADA	-	547	677	-	130	-	23.8
NEW HAMPSHIRE	-	300	310	-	10	-	3.3
NEW JERSEY	-	9,292	11,074	-	2,562	-	27.6
NEW MEXICO	-	800	834	-	34	-	4.2
NEW YORK	-	11,750	12,743	-	993	-	8.4
NORTH CAROLINA	-	1,812	1,002	-	-810	-	-44.7
NORTH DAKOTA	-	0	0	-	0	-	0.0
OHIO	-	3,832	4,182	-	350	-	9.1
OKLAHOMA	-	1,400	1,730	-	330	-	23.6
OREGON	-	0	0	-	0	-	0.0
PENNSYLVANIA	-	0	26	-	26	-	100.0
PUERTO RICO	-	2,975	2,430	-	-545	-	-18.3
RHODE ISLAND	-	90	100	-	10	-	11.1
SOUTH CAROLINA	-	781	551	-	-230	-	-29.4
SOUTH DAKOTA	-	530	562	-	32	-	6.0
TENNESSEE	-	1,730	1,557	-	-173	-	-10.0
TEXAS	-	3,900	4,153	-	253	-	6.5
UTAH	-	1,484	1,684	-	200	-	13.5
VERMONT	-	172	185	-	13	-	7.5
VIRGINIA	-	1,903	1,592	-	-311	-	-16.3
WASHINGTON	-	2,134	2,090	-	-44	-	-2.1
WEST VIRGINIA	-	206	378	-	172	-	83.5
WISCONSIN	-	821	17,743	-	16,922	-	2,061.1
WYOMING	-	120	701	-	581	-	484.2
AMERICAN SAMOA	-	10	8	-	-2	-	-20.0
GUAM	-	117	99	-	-18	-	-15.4
NORTHERN MARIANAS	-	-	00	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	51	23	-	-28	-	-54.9
U.S. & INSULAR AREAS	-	292	261	-	-31	-	-10.6
90 STATES, D.C. & P.R.	-	89,781	99,416	-	9,715	-	10.8
	-	89,231	98,905	-	9,734	-	10.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2805)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	682	588	536	-72	22	-12.0	4.3
ALASKA	184	155	142	-38	-13	-36.5	-8.4
ARIZONA	489	558	565	185	15	22.6	2.7
ARKANSAS	235	349	328	85	-29	25.5	-8.3
CALIFORNIA	26,757	6,864	7,285	-19,472	321	-72.8	4.6
COLORADO	1,588	971	995	-695	24	-37.0	2.5
CONNECTICUT	984	329	364	-628	35	-63.8	10.6
DELAWARE	383	381	348	37	-21	12.2	-5.8
DISTRICT OF COLUMBIA	194	65	71	-123	6	-63.4	9.2
FLORIDA	2,842	2,227	2,481	359	174	17.6	7.8
GEORGIA	682	581	784	12	283	1.7	48.5
HAWAII	194	373	488	215	36	110.8	9.7
IDaho	611	583	388	-243	-135	-39.8	-26.8
ILLINOIS	3,457	4,156	4,382	851	146	24.7	3.5
INDIANA	637	782	816	-21	34	-2.5	4.3
IOWA	452	1,897	1,182	718	65	157.1	5.9
KANSAS	318	585	684	294	19	94.8	3.2
KENTUCKY	451	534	554	183	20	22.8	3.7
LOUISIANA	588	1,884	1,827	441	23	75.3	1.2
MAINE	378	411	418	38	5	10.1	1.2
MARYLAND	881	888	623	-256	-181	-29.1	-22.5
MASSACHUSETTS	5,985	1,338	1,796	-4,189	256	-69.6	18.8
MICHIGAN	3,772	4,824	4,895	323	71	8.6	1.8
MINNESOTA	938	1,371	1,428	487	55	51.9	4.8
MISSISSIPPI	148	458	562	442	124	315.7	27.1
MISSOURI	1,886	818	744	-322	-74	-38.2	-9.8
MONTANA	82	138	148	67	10	81.7	7.2
NEBRASKA	273	682	712	439	58	188.8	7.6
NEVADA	178	241	138	-48	-183	-22.5	-42.7
NEW HAMPSHIRE	241	157	173	-68	16	-28.2	18.2
NEW JERSEY	1,977	997	718	-1,259	-279	-63.7	-28.8
NEW MEXICO	458	429	445	-5	16	-1.1	3.7
NEW YORK	5,786	3,477	3,328	-2,457	-148	-42.5	-4.5
NORTH CAROLINA	943	1,829	942	-1	-87	-9.1	-8.5
NORTH DAKOTA	81	233	225	144	-8	177.8	-3.4
OHIO	2,729	3,787	3,791	1,062	84	38.9	2.3
OKLAHOMA	512	383	423	-89	38	-17.4	7.6
OREGON	858	846	1,857	287	211	24.4	24.9
PENNSYLVANIA	3,125	1,997	1,533	-1,172	-44	-37.5	-2.2
PUERTO RICO	218	2,487	948	738	-1,467	347.8	-68.9
RHODE ISLAND	181	222	258	69	28	38.1	12.6
SOUTH CAROLINA	923	711	785	-158	54	-17.1	7.6
SOUTH DAKOTA	287	214	218	11	4	5.3	1.9
TENNESSEE	1,297	981	1,812	-285	31	-22.8	3.2
TEXAS	8,891	4,283	4,458	-3,632	196	-44.9	4.6
UTAH	291	354	348	57	-6	19.6	-1.7
VERMONT	18	114	123	185	9	583.3	7.9
VIRGINIA	997	1,812	691	-386	-321	-38.7	-31.7
WASHINGTON	1,667	1,251	1,298	-377	39	-22.6	3.1
WEST VIRGINIA	498	422	412	-78	-18	-15.9	-2.4
WISCONSIN	1,331	1,818	741	-598	-269	-44.3	-26.6
WYOMING	97	289	228	129	17	133.0	8.1
AMERICAN SAMOA	8	4	3	3	-1	188.0	-25.8
GUAM	2	44	31	29	-13	1,458.0	-29.5
NORTHERN MARIANAS	-	-	79	-	-	-	-
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	42	1	2	-48	1	-95.2	188.0
BUR. OF INDIAN AFFAIRS	-	34	48	-	8	-	17.6
U.S. & INSULAR AREAS	87,821	59,988	58,328	-28,893	-672	-33.0	-1.1
50 STATES, D.C. & P.R.	86,973	58,917	58,173	-28,888	-744	-33.1	-1.3

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
OTHER HEALTH IMPAIRED

STATE	NUMBER SERVED			+ CHANGE IN NUMBER SERVED +		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	435	652	732	297	88	68.3	12.3
ALASKA	1,547	83	132	-1,415	49	-91.5	59.9
ARIZONA	459	564	531	81	-63	18.0	-9.1
ARKANSAS	269	248	312	43	64	16.0	25.6
CALIFORNIA	28,164	12,544	12,167	-15,997	-377	-66.8	-3.9
COLORADO	6	0	0	-6	0	-100.0	0.0
CONNECTICUT	2,383	1,821	1,123	-1,188	182	-61.2	19.9
DELAWARE	19	54	161	142	187	747.4	195.1
DISTRICT OF COLUMBIA	586	96	117	-369	21	-76.9	21.9
FLORIDA	1,283	2,385	2,693	810	-212	63.1	-9.2
GEORGIA	1,553	291	256	-1,297	-35	-63.5	-12.6
HAWAII	48	9	10	-38	1	-79.2	11.1
IDaho	149	575	482	342	-93	244.3	-16.2
ILLINOIS	6,635	1,721	1,778	-4,857	57	-73.2	3.3
INDIANA	1,134	284	242	-892	-42	-78.7	-14.8
IOWA	12	3	3	-9	0	-75.0	0.0
KANSAS	431	246	281	-158	35	-34.8	14.2
KENTUCKY	1,533	449	357	-1,176	-92	-78.7	-20.5
LOUISIANA	1,598	1,436	1,140	-458	-298	-28.7	-29.7
MAINE	786	396	398	-328	-16	-46.2	-4.0
MARYLAND	189	924	782	682	-142	334.4	-15.4
MASSACHUSETTS	3,887	2,885	2,382	-1,425	297	-37.4	14.2
MICHIGAN	1,382	493	749	-633	256	-45.8	51.9
MINNESOTA	1,363	845	613	-658	-32	-48.4	-3.8
MISSISSIPPI	283	5	0	-283	-5	-100.0	-100.0
MISSOURI	1,376	885	394	-982	-411	-71.4	-51.1
MONTANA	139	287	191	61	-18	46.9	-7.7
NEBRASKA	47	0	0	-47	0	-100.0	0.0
NEVADA	631	286	212	-419	-63	-66.4	-29.9
NEW HAMPSHIRE	1,135	286	296	-839	38	-73.9	11.3
NEW JERSEY	2,586	1,274	766	-1,822	-588	-78.4	-39.9
NEW MEXICO	51	551	161	110	-398	213.7	-78.9
NEW YORK	25,846	9,782	4,341	-21,505	-5,361	-83.2	-55.3
NORTH CAROLINA	583	1,518	1,657	1,154	147	229.4	9.7
NORTH DAKOTA	55	99	133	78	34	141.8	34.3
OHIO	891	0	0	-891	0	-100.0	0.0
OKLAHOMA	243	235	246	5	13	2.1	5.5
OREGON	2,538	673	833	-1,667	168	-67.1	23.8
PENNSYLVANIA	9,663	0	0	-9,663	0	-100.0	0.0
PUERTO RICO	86	1,156	1,832	946	-124	1,109.0	-18.7
RHODE ISLAND	1,748	217	253	-1,487	36	-85.5	16.6
SOUTH CAROLINA	671	198	188	-483	-10	-72.8	-5.1
SOUTH DAKOTA	311	83	188	-283	15	-85.3	16.1
TENNESSEE	2,343	1,172	1,736	-687	564	-25.9	48.1
TEXAS	38,747	7,963	6,728	-22,819	785	-71.6	9.6
UTAH	234	384	453	219	149	93.6	49.0
VERMONT	145	125	137	-6	12	-5.5	9.6
VIRGINIA	1,342	522	486	-856	-36	-63.8	-6.9
WASHINGTON	722	2,189	2,462	1,740	353	241.0	16.7
WEST VIRGINIA	429	523	283	-228	-328	-52.7	-61.2
WISCONSIN	1,643	429	248	-795	-181	-76.2	-42.2
WYOMING	252	334	297	45	-37	17.9	-11.1
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	26	0	19	-16	2	-61.5	25.6
NORTHERN MARIANAS	-	-	0	-	-	-	-
TRUST TERRITORIES	31	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0.0	0.0
BUR. OF INDIAN AFFAIRS	-	51	56	-	5	-	9.6
U.S. & INSULAR AREAS	141,433	56,142	52,058	-89,775	-5,484	-62.6	-9.4
50 STATES, D.C. & P.R.	141,373	56,083	52,506	-88,787	-5,497	-62.6	-9.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1937.

(71E2805)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
VISUALLY HANDICAPPED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1965-66	1966-67	1976-77 - 1966-67	1965-66 - 1966-67	1976-77 - 1966-67	1965-66 - 1966-67
ALABAMA	376	469	437	61	-32	16.2	-4.8
ALASKA	83	44	46	-43	-4	-51.8	-9.1
ARIZONA	365	412	427	62	15	17.0	3.6
ARKANSAS	281	265	244	-37	-21	-13.2	-7.9
CALIFORNIA	3,121	2,448	2,483	-638	35	-20.4	1.4
COLORADO	425	318	320	-105	2	-24.7	0.6
CONNECTICUT	677	531	321	-356	-210	-52.6	-39.5
DELAWARE	80	141	117	37	-24	46.2	-17.0
DISTRICT OF COLUMBIA	122	26	25	-97	-1	-79.5	-3.8
FLORIDA	774	881	885	31	4	4.0	0.5
GEORGIA	831	513	572	-259	59	-31.2	11.5
HAWAII	46	74	86	40	12	87.0	16.2
IDaho	369	212	179	-190	-33	-51.5	-15.6
ILLINOIS	1,631	1,284	1,418	-213	134	-13.1	10.4
INDIANA	650	545	572	-71	34	-10.9	6.2
IONA	230	247	233	3	-14	1.3	-5.7
KANSAS	331	263	249	-82	-14	-24.8	-5.3
KENTUCKY	449	543	484	35	-59	7.8	-10.9
LOUISIANA	532	531	483	-49	-46	-9.2	-9.0
MAINE	224	119	128	-96	9	-42.9	7.6
MARYLAND	810	777	525	-285	-252	-35.2	-32.4
MASSACHUSETTS	2,485	863	954	-1,331	71	-61.6	8.0
MICHIGAN	1,314	910	865	-449	-45	-34.2	-4.9
MINNESOTA	570	406	406	-164	-2	-28.8	-0.5
MISSISSIPPI	175	214	229	54	15	30.9	7.0
MISSOURI	661	283	310	-351	27	-53.1	9.5
MONTANA	234	180	184	-50	4	-21.4	2.2
NEBRASKA	180	184	184	4	20	2.2	12.2
NEVADA	79	64	63	-16	-1	-20.3	-1.6
NEW HAMPSHIRE	275	114	186	-169	-6	-61.5	-7.0
NEW JERSEY	1,435	1,162	591	-844	-571	-58.8	-49.1
NEW MEXICO	197	139	137	-60	-2	-30.5	-1.4
NEW YORK	4,134	1,683	1,729	-2,414	37	-58.4	2.2
NORTH CAROLINA	850	618	625	-225	7	-26.5	1.1
NORTH DAKOTA	94	64	76	-18	12	-19.1	18.8
OHIO	1,174	853	975	-199	22	-17.0	2.3
OKLAHOMA	246	274	301	55	27	22.4	9.9
OREGON	583	459	482	-101	-57	-29.1	-12.4
PENNSYLVANIA	3,316	1,551	1,467	-1,849	-84	-55.8	-5.4
PUERTO RICO	177	2,316	969	792	-1,347	447.5	-58.2
RHODE ISLAND	127	86	83	-44	-3	-34.6	-3.5
SOUTH CAROLINA	950	478	445	-514	-33	-53.6	-6.9
SOUTH DAKOTA	63	60	60	-3	0	-4.8	0.0
TENNESSEE	992	780	825	-167	56	-16.8	7.3
TEXAS	1,571	2,281	2,281	710	60	45.2	3.6
UTAH	321	391	272	-49	-119	-15.3	-30.4
VERMONT	32	43	50	27	16	84.4	37.2
VIRGINIA	1,528	868	767	-761	-101	-49.8	-11.6
WASHINGTON	949	334	985	-44	571	-4.6	171.0
WEST VIRGINIA	353	297	278	-63	-27	-23.5	-9.1
WISCONSIN	575	393	286	-289	-187	-50.3	-27.2
WYOMING	191	68	53	-138	-15	-72.3	-22.1
AMERICAN SAMOA	4	0	1	-3	1	-75.0	100.0
GUAM	16	18	6	-10	-12	-62.5	-66.7
NORTHERN MARIANAS	-	-	4	-	-	-	-
TRUST TERRITORIES	48	-	-	-	-	-	-
VIRGIN ISLANDS	22	18	3	-19	-7	-86.4	-78.0
BUR. OF INDIAN AFFAIRS	-	8	10	-	2	-	25.0
U.S. & INSULAR AREAS	38,257	29,826	27,849	-11,286	-1,977	-29.3	-6.8
50 STATES, D.C. & P.R.	38,167	29,990	27,825	-11,142	-1,965	-29.2	-6.8

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1967.

(T1E2B05)

TABLE BA8

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

DEAF-BLIND

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	-	43	28	-	-15	-	-34.9
ALASKA	-	2	9	-	7	-	350.0
ARIZONA	-	0	2	-	2	-	100.0
ARKANSAS	-	10	14	-	4	-	40.0
CALIFORNIA	-	100	147	-	33	-	33.0
COLORADO	-	87	95	-	8	-	9.2
CONNECTICUT	-	11	23	-	12	-	109.1
DELAWARE	-	37	37	-	0	-	0.0
DISTRICT OF COLUMBIA	-	31	16	-	-15	-	-48.4
FLORIDA	-	30	60	-	30	-	100.0
GEORGIA	-	30	50	-	20	-	66.7
HAWAII	-	11	9	-	-2	-	-18.2
IDAH0	-	3	6	-	3	-	100.0
ILLINOIS	-	90	95	-	5	-	5.6
INDIANA	-	7	47	-	40	-	571.4
IOHA	-	34	45	-	11	-	32.4
KANSAS	-	55	42	-	-13	-	-23.6
KENTUCKY	-	17	11	-	-6	-	-35.3
LOUISIANA	-	35	34	-	-1	-	-2.9
MAINE	-	10	7	-	-3	-	-30.0
MARYLAND	-	127	72	-	-55	-	-43.3
MASSACHUSETTS	-	72	50	-	-22	-	-30.6
MICHIGAN	-	0	0	-	0	-	0.0
MINNESOTA	-	25	21	-	-4	-	-16.0
MISSISSIPPI	-	21	12	-	-9	-	-42.9
MISSOURI	-	78	77	-	-1	-	-1.3
MONTANA	-	20	20	-	0	-	0.0
NEBRASKA	-	0	0	-	0	-	0.0
NEVADA	-	5	1	-	-4	-	-80.0
NEW HAMPSHIRE	-	14	10	-	-4	-	-28.6
NEW JERSEY	-	106	46	-	-60	-	-56.6
NEW MEXICO	-	13	40	-	27	-	207.7
NEW YORK	-	194	53	-	-141	-	-72.7
NORTH CAROLINA	-	35	23	-	-12	-	-34.3
NORTH DAKOTA	-	23	21	-	-2	-	-8.7
OHIO	-	0	7	-	7	-	100.0
OKLAHOMA	-	56	43	-	-13	-	-23.2
OREGON	-	00	32	-	32	-	100.0
PENNSYLVANIA	-	15	12	-	-3	-	-20.0
PUERTO RICO	-	112	131	-	19	-	17.0
RHODE ISLAND	-	0	6	-	6	-	100.0
SOUTH CAROLINA	-	22	9	-	-13	-	-59.1
SOUTH DAKOTA	-	50	30	-	-20	-	-40.0
TENNESSEE	-	24	28	-	4	-	16.7
TEXAS	-	92	77	-	-15	-	-16.3
UTAH	-	24	27	-	3	-	12.5
VERMONT	-	0	7	-	7	-	100.0
VIRGINIA	-	49	10	-	-39	-	-79.6
WASHINGTON	-	40	40	-	0	-	0.0
WEST VIRGINIA	-	16	31	-	15	-	93.8
WISCONSIN	-	31	3	-	-28	-	-90.3
WYOMING	-	0	0	-	0	-	0.0
AMERICAN SAMOA	-	2	4	-	2	-	100.0
GUAM	-	10	0	-	-10	-	-100.0
NORTHERN MARIANAS	-	-	3	-	3	-	100.0
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	10	11	-	1	-	10.0
BUR. OF INDIAN AFFAIRS	-	0	0	-	0	-	0.0
U.S. & INSULAR AREAS	-	2,132	1,700	-	-432	-	-20.3
50 STATES, D.C. & P.R.	-	2,110	1,740	-	-370	-	-17.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

(T1E2800)

TABLE BA9

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B
BASED UPON ESTIMATED RESIDENT POPULATION
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI- HANDI- CAPPED	ORTHO- PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI- CAPPED	DEAF- BLIND
ALABAMA	7.58	2.48	1.71	2.62	0.53	0.69	0.69	0.84	0.06	0.04	0.00
ALASKA	7.14	4.66	1.94	0.42	0.23	0.12	0.19	0.66	0.08	0.02	0.01
ARIZONA	5.63	2.96	1.28	0.56	0.42	0.11	0.14	0.66	0.06	0.05	0.00
ARKANSAS	6.97	3.31	1.35	1.92	0.97	0.60	0.60	0.66	0.05	0.04	0.00
CALIFORNIA	5.31	2.99	1.33	0.36	0.14	0.18	0.66	0.18	0.17	0.03	0.00
COLORADO	5.47	2.58	0.91	0.48	0.96	0.18	0.37	0.11	0.09	0.04	0.00
CONNECTICUT	7.77	3.54	1.59	0.56	1.36	0.18	0.15	0.04	0.13	0.04	0.00
DELAWARE	6.73	4.44	1.28	0.91	1.48	0.17	0.16	0.19	0.09	0.07	0.02
DISTRICT OF COLUMBIA	4.67	2.33	0.92	0.62	0.52	0.63	0.66	0.66	0.06	0.02	0.01
FLORIDA	6.46	2.49	2.63	0.95	0.74	0.66	0.66	0.66	0.07	0.03	0.00
GEORGIA	5.66	1.48	1.21	1.35	0.54	0.66	0.66	0.66	0.01	0.03	0.00
HAWAII	5.82	2.16	1.77	0.48	0.17	0.67	0.66	0.13	0.09	0.03	0.00
ID/HO	5.79	2.99	1.29	0.97	0.18	0.12	0.66	0.17	0.15	0.06	0.00
ILLINOIS	7.62	3.19	2.24	0.97	0.97	0.11	0.66	0.13	0.05	0.04	0.00
INDIANA	6.64	2.29	2.51	1.49	0.25	0.66	0.66	0.05	0.02	0.04	0.00
IOWA	7.81	2.75	1.61	1.49	0.78	0.11	0.18	0.14	0.09	0.03	0.01
KANSAS	6.23	2.47	1.62	0.92	0.78	0.11	0.18	0.09	0.04	0.03	0.01
KENTUCKY	6.79	1.97	2.48	1.74	0.26	0.67	0.13	0.05	0.03	0.04	0.00
LOUISIANA	5.22	1.97	1.56	1.04	0.26	0.11	0.66	0.07	0.06	0.03	0.00
MAINE	8.16	2.24	1.59	1.19	1.28	0.13	0.13	0.13	0.12	0.04	0.00
MARYLAND	7.44	4.12	2.98	0.53	0.31	0.66	0.23	0.05	0.06	0.04	0.01
MASSACHUSETTS	9.62	3.25	2.31	2.05	1.31	0.14	0.22	0.12	0.16	0.06	0.00
MICHIGAN	6.84	2.43	1.59	0.65	0.79	0.18	0.67	0.15	0.03	0.03	0.00
MINNESOTA	7.89	3.13	1.63	1.66	0.62	0.12	0.66	0.12	0.07	0.03	0.00
MISSISSIPPI	6.52	2.87	2.19	1.22	0.63	0.67	0.64	0.07	0.09	0.03	0.00
MISSOURI	7.13	3.08	2.14	1.29	0.56	0.66	0.66	0.05	0.03	0.02	0.01
MONTANA	6.43	3.15	1.94	0.56	0.28	0.11	0.16	0.06	0.06	0.06	0.01
NEBRASKA	6.79	2.68	1.99	1.69	0.59	0.13	0.12	0.16	0.09	0.04	0.00
NEVADA	5.92	1.27	1.38	0.11	0.44	0.67	0.27	0.06	0.09	0.03	0.00
NEW HAMPSHIRE	5.75	3.31	1.15	0.37	0.52	0.66	0.11	0.06	0.10	0.04	0.00
NEW JERSEY	6.56	3.78	2.98	0.36	0.73	0.67	0.59	0.04	0.04	0.03	0.00
NEW MEXICO	6.50	2.85	2.84	0.59	0.65	0.18	0.18	0.18	0.04	0.03	0.01
NEW YORK	6.16	3.28	0.78	0.69	1.91	0.18	0.27	0.07	0.09	0.04	0.00
NORTH CAROLINA	6.11	2.58	1.53	1.28	0.43	0.11	0.59	0.05	0.09	0.03	0.00
NORTH DAKOTA	6.17	2.64	2.18	0.66	0.24	0.66	0.66	0.11	0.07	0.04	0.01
OHIO	6.51	2.44	1.78	1.67	0.25	0.66	0.14	0.12	0.06	0.03	0.00
OKLAHOMA	6.99	2.97	2.18	1.24	0.13	0.66	0.16	0.04	0.03	0.03	0.00
OREGON	6.58	3.54	1.61	0.59	0.36	0.16	0.66	0.15	0.12	0.06	0.00
PENNSYLVANIA	6.51	2.46	1.87	1.36	0.69	0.11	0.66	0.06	0.06	0.05	0.00
PUERTO RICO	-	-	-	-	-	-	-	-	-	-	-
RHODE ISLAND	7.75	4.95	1.37	0.59	0.57	0.69	0.64	0.18	0.10	0.03	0.00
SOUTH CAROLINA	7.19	2.42	2.18	1.74	0.63	0.18	0.65	0.06	0.02	0.04	0.00
SOUTH DAKOTA	6.61	2.58	2.59	0.66	0.29	0.16	0.27	0.11	0.05	0.03	0.02
TENNESSEE	7.19	3.28	2.67	1.67	0.18	0.12	0.11	0.67	0.13	0.06	0.00
TEXAS	5.92	3.69	1.36	0.56	0.44	0.16	0.66	0.09	0.17	0.04	0.00
UTAH	6.95	2.59	1.44	0.59	1.78	0.12	0.27	0.06	0.07	0.04	0.00
VERMONT	7.45	2.95	2.13	1.33	0.39	0.13	0.11	0.66	0.09	0.04	0.00
VIRGINIA	6.54	2.99	1.85	0.92	0.49	0.66	0.18	0.04	0.03	0.05	0.00
WASHINGTON	5.77	2.81	1.28	0.72	0.28	0.12	0.17	0.11	0.20	0.07	0.00
WEST VIRGINIA	6.06	3.52	2.52	1.69	0.44	0.66	0.67	0.07	0.04	0.05	0.01
WISCONSIN	5.58	1.67	1.34	0.45	0.78	0.63	1.38	0.05	0.02	0.02	0.00
WYOMING	6.94	3.11	2.13	0.41	0.35	0.12	0.45	0.14	0.19	0.03	0.00
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
50 STATES & D.C.	6.47	2.63	1.68	0.95	0.57	0.18	0.14	0.06	0.06	0.04	0.00

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS
FOR JULY, 1986.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1987.

(T1A287B05)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

ALL CONDITIONS

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	4,129	1,516	1,041	6,197	616	1,615	-	896
ALASKA	4,844	151	713	1,974	1,343	11	1,694	479
ARIZONA	13,342	4,193	2,966	6,783	4,788	1,782	5,725	1,436
ARKANSAS	3,433	1,969	557	3,431	1,387	633	4,622	635
CALIFORNIA	941	3,788	336	-	43,687	216	211,848	5,831
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	733	3,724	797	-	58	66	18	421
DELAWARE	5,856	1,472	1,151	2,380	632	626	3,848	569
DISTRICT OF COLUMBIA	970	988	362	1,481	67	758	472	224
FLORIDA	52,823	37,626	5,648	26,163	8,218	15,568	15,947	4,372
GEORGIA	9,381	5,948	1,749	-	4,333	2,456	6,835	2,166
HAWAII	263	-	1,469	2,444	79	0	8,452	792
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	19,512	36,811	7,778	41,178	2,893	784	-	6,587
INDIANA	17,314	3,815	2,781	11,578	8,813	3,859	5,115	2,657
IOWA	3,218	5,887	3,889	14,425	1,413	317	1,421	1,887
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	19,982	7,113	1,814	9,779	8,912	4,789	11,816	1,951
LOUISIANA	2,481	9,987	3,283	13,879	2,826	1,683	23,987	1,856
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	18,434	134,556	4,439	88,858	1,883	134,556	134,556	4,439
MICHIGAN	18,717	27,849	9,388	26,717	6,268	12,487	26,754	6,866
MINNESOTA	32,863	33,232	2,838	-	2,317	-	25,128	988
MISSISSIPPI	516	387	183	4,975	588	566	9,814	414
MISSOURI	15,838	3,134	4,878	15,432	10,982	2,376	38,498	2,778
MONTANA	188	51	69	753	9	498	4,648	172
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	3,931	229	225	1,497	645	171	923	386
NEW HAMPSHIRE	-	14	1,588	2,328	543	9	68	355
NEW JERSEY	88,381	59,781	4,224	-	5,154	3,892	84,726	2,836
NEW MEXICO	1,587	1,835	2,845	4,513	648	253	18,281	1,252
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	35,186	7,569	2,929	12,214	11,525	2,699	39,575	3,172
NORTH DAKOTA	1,935	878	825	-	489	-	-	517
OHIO	38,457	2,186	6,962	22,788	11,289	1,528	13,175	3,852
OKLAHOMA	7,157	1,331	1,175	7,984	2,857	1,684	11,493	1,644
OREGON	5,485	2,381	592	4,834	563	128	5,863	721
PENNSYLVANIA	33,821	6,276	4,712	14,587	7,882	2,778	9,625	5,637
PUERTO RICO	4,751	8,755	1,982	3,626	1,385	3,224	2,523	888
RHODE ISLAND	5	230	588	3,362	-	-	-	388
SOUTH CAROLINA	17,587	16,189	1,329	-	6,171	4,357	15,665	1,725
SOUTH DAKOTA	133	94	598	2,328	94	8	8	511
TENNESSEE	535	31	648	2,259	144	28	81	945
TEXAS	5,735	2,784	8,987	45,281	2,538	1,836	4,898	6,181
UTAH	6,623	3,149	1,423	4,183	13,988	1,628	18,859	1,889
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	17,788	18,812	2,781	12,871	4,181	573	10,685	2,895
WASHINGTON	53,324	988	1,478	3,427	1,437	-	11,253	888
WEST VIRGINIA	828	92	438	4,485	749	348	523	644
WISCONSIN	17,483	13,828	4,116	7,982	442	2,532	783	3,621
WYOMING	1,382	1,381	892	1,452	1,112	534	2,678	233
AMERICAN SAMOA	8	8	28	37	8	8	-	8
GUAM	432	136	85	113	288	168	452	94
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,211	2,815	387	1,481	573	4,155	4,797	382
U.S. & INSULAR AREAS	557,119	472,785	186,718	432,157	184,817	215,435	777,436	87,881
50 STATES, D.C. & P.R.	554,476	478,834	186,212	438,526	183,984	211,112	772,187	87,492

THE TOTAL FOR ALL CONDITIONS WILL NOT EQUAL THE SUM OF THE DIFFERENT
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DATA AS OF OCTOBER 1, 1987.

(T7A188)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

ALL CONDITIONS

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	4,265	9,554	1,283	2,722
ALASKA	1,648	494	662	388
ARIZONA	4,597	13,562	5,229	835
ARKANSAS	2,426	2,759	1,884	288
CALIFORNIA	24,483	1,612	158,810	0
COLORADO	-	-	-	-
CONNECTICUT	1,622	36	4,186	2,388
DELAWARE	547	3,486	2,756	275
DISTRICT OF COLUMBIA	2,160	767	1,136	0
FLORIDA	25,613	46,852	73,884	1,895
GEORGIA	18,585	2,262	3,911	2,119
HAWAII	1,721	0	263	0
IDAHO	-	-	-	-
ILLINOIS	66,784	17,596	27,196	97,834
INDIANA	13,352	11,574	4,419	1,562
IOWA	3,792	588	219	3,881
KANSAS	-	-	-	-
KENTUCKY	11,587	12,668	18,716	1,285
LOUISIANA	12,616	4,739	2,766	1,532
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	28,257	134,556	134,517	0
MICHIGAN	34,724	-	-	-
MINNESOTA	11,742	8,384	15,833	-
MISSISSIPPI	3,853	2,595	1,246	56
MISSOURI	12,356	17,188	9,928	874
MONTANA	716	33	48	0
NEBRASKA	-	-	-	-
NEVADA	1,342	6,689	973	37
NEW HAMPSHIRE	1,111	28	2,813	1,289
NEW JERSEY	35,729	11,859	24,938	7,724
NEW MEXICO	2,588	513	617	623
NEW YORK	-	-	-	-
NORTH CAROLINA	18,982	16,112	28,151	1,249
NORTH DAKOTA	1,179	-	-	385
OHIO	32,599	22,817	16,989	18,113
OKLAHOMA	4,223	5,385	7,887	511
OREGON	3,741	2,229	4,799	2,548
PENNSYLVANIA	79,638	26,428	17,587	28,823
PUERTO RICO	9,352	2,926	1,418	4,284
RHODE ISLAND	4,832	-	290	-
SOUTH CAROLINA	12,945	9,413	28,190	683
SOUTH DAKOTA	678	8	127	54
TENNESSEE	3,781	41	192	292
TEXAS	31,883	3,128	17,278	7,788
UTAH	5,117	9,357	3,918	162
VERMONT	-	-	-	-
VIRGINIA	20,938	7,713	15,113	1,486
WASHINGTON	3,885	8	766	0
WEST VIRGINIA	3,849	378	1,574	881
WISCONSIN	22,955	1,218	806	-
WYOMING	588	2,863	1,121	544
AMERICAN SAMOA	68	8	8	8
GUAM	294	183	34	28
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	5,188	2,276	2,371	2,193
U.S. & INSULAR AREAS	589,673	419,237	620,262	186,849
50 STATES, D.C. & P.R.	584,285	416,858	617,857	184,636

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

LEARNING DISABLED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	1,318	281	183	1,838	188	416	—	72
ALASKA	3,117	49	135	1,878	358	8	861	69
ARIZONA	7,383	2,241	588	3,888	1,358	281	2,318	185
ARKANSAS	1,518	582	98	832	227	58	1,938	53
CALIFORNIA	—	—	—	—	—	—	—	—
COLORADO	—	—	—	—	—	—	—	—
CONNECTICUT	298	1,368	188	3,978	11	9	7	41
DELAWARE	2,858	598	419	1,177	272	8	1,472	18
DISTRICT OF COLUMBIA	288	148	74	772	3	59	134	18
FLORIDA	23,448	11,273	443	11,323	415	3,785	4,958	99
GEORGIA	3,588	428	145	547	142	1,249	548	548
HAWAII	8	—	615	1,392	3	8	5,147	88
IDAH0	—	—	—	—	—	—	—	—
ILLINOIS	3,558	14,143	1,498	28,188	381	13	—	548
INDIANA	7,818	597	258	3,199	2,222	482	1,389	131
IOWA	718	1,442	292	4,873	99	8	74	98
KANSAS	—	—	—	—	—	—	—	—
KENTUCKY	7,424	1,438	214	2,514	1,578	758	2,558	74
LOUISIANA	378	5,822	324	5,941	63	17	11,563	94
MAINE	—	—	—	—	—	—	—	—
MARYLAND	—	—	—	—	—	—	—	—
MASSACHUSETTS	8	47,498	8	47,498	8	47,498	47,498	8
MICHIGAN	8,312	9,252	1,368	11,119	735	814	13,274	337
MINNESOTA	19,858	19,288	8	—	8	—	8	8
MISSISSIPPI	213	188	38	2,714	123	122	3,828	76
MISSOURI	6,378	678	1,284	7,482	3,414	388	13,388	582
MONTANA	88	24	13	359	8	54	1,982	13
NEBRASKA	—	—	—	—	—	—	—	—
NEVADA	2,925	8	14	1,833	277	8	497	18
NEW HAMPSHIRE	—	2	582	1,213	218	1	41	12
NEW JERSEY	38,284	38,188	1,185	13,482	2,782	1,425	58,288	498
NEW MEXICO	388	218	588	2,221	111	8	6,862	138
NEW YORK	—	—	—	—	—	—	—	—
NORTH CAROLINA	17,727	2,184	483	3,838	3,522	53	13,692	215
NORTH DAKOTA	933	283	135	—	78	—	—	48
OHIO	14,888	441	252	5,337	1,987	542	3,265	38
OKLAHOMA	3,321	587	31	2,548	534	384	5,229	128
OREGON	3,692	1,281	174	2,985	235	23	3,884	234
PENNSYLVANIA	18,891	1,828	688	4,888	3,333	1,279	4,382	532
PUERTO RICO	888	1,199	234	319	71	349	447	21
RHODE ISLAND	331	185	248	2,783	—	—	—	115
SOUTH CAROLINA	5,724	4,879	73	2,158	1,859	874	3,888	34
SOUTH DAKOTA	18	2	57	987	8	8	8	42
TENNESSEE	281	7	39	647	8	1	48	48
TEXAS	2,237	1,894	1,588	24,295	221	38	1,139	445
UTAH	1,188	319	141	1,218	3,148	177	3,989	127
VERMONT	—	—	—	—	—	—	—	—
VIRGINIA	9,494	18,845	998	6,837	1,473	9	5,494	323
WASHINGTON	33,584	424	211	1,629	8	8	319	25
WEST VIRGINIA	94	21	39	1,458	113	8	175	51
WISCONSIN	8,544	7,258	982	2,421	8	332	222	814
WYOMING	535	733	324	837	549	145	1,378	48
AMERICAN SAMOA	8	8	8	8	8	8	8	8
GUAM	132	8	5	39	2	8	42	2
NORTHERN MARIANAS	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	1,245	1,538	25	1,848	145	2,391	2,579	38
U.S. & INSULAR AREAS	282,238	188,978	18,931	212,871	31,843	62,727	227,181	6,972
58 STATES, D.C. & P.R.	288,859	187,434	18,981	211,784	31,498	68,338	224,588	6,934

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DATA AS OF OCTOBER 1, 1987.

(17A188)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

STATE	LEARNING DISABLED			
	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	230	2,581	170	487
ALASKA	399	206	446	70
ARIZONA	1,365	6,256	2,429	256
ARKANSAS	370	932	606	64
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	63	6	1,516	1,000
DELAWARE	48	1,263	1,273	8
DISTRICT OF COLUMBIA	626	45	547	0
FLORIDA	4,129	20,361	36,762	677
GEORGIA	1,068	321	681	257
HAWAII	488	0	0	0
IDAHO	-	-	-	-
ILLINOIS	16,510	6,036	9,524	32,133
INDIANA	1,065	2,561	1,232	215
IOWA	470	0	12	1,222
KANSAS	-	-	-	-
KENTUCKY	1,829	3,602	3,801	256
LOUISIANA	2,926	846	537	63
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	9,974	47,496	47,496	0
MICHIGAN	7,779	-	-	-
MINNESOTA	1,250	475	9,700	-
MISSISSIPPI	716	1,095	647	15
MISSOURI	2,486	6,504	4,634	56
MONTANA	66	6	31	0
NEBRASKA	-	-	-	-
NEVADA	183	4,643	480	0
NEW HAMPSHIRE	142	5	881	725
NEW JERSEY	15,778	6,087	14,560	4,337
NEW MEXICO	286	32	100	81
NEW YORK	-	-	-	-
NORTH CAROLINA	885	4,693	6,514	164
NORTH DAKOTA	127	-	-	7
OHIO	4,663	5,795	4,814	2,751
OKLAHOMA	228	2,535	3,245	66
OREGON	1,763	1,356	2,876	1,532
PENNSYLVANIA	48,631	14,357	9,625	10,791
PUERTO RICO	623	372	223	612
RHODE ISLAND	1,963	-	162	-
SOUTH CAROLINA	2,136	1,557	4,941	43
SOUTH DAKOTA	89	0	38	9
TENNESSEE	480	2	41	68
TEXAS	5,959	792	8,546	1,623
UTAH	662	3,502	1,241	14
VERMONT	-	-	-	-
VIRGINIA	9,778	2,962	8,326	430
WASHINGTON	489	0	154	6
WEST VIRGINIA	516	40	684	179
WISCONSIN	5,648	41	214	-
WYOMING	43	1,000	623	129
AMERICAN SAMOA	0	0	0	0
GUAM	4	0	1	3
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,751	1,215	1,606	1,543
U.S. & INSULAR AREAS	149,830	152,206	184,770	62,099
50 STATES, D.C. & P.R.	147,084	150,993	183,083	60,553

THE TOTAL FOR ALL CONDITIONS WILL NOT EQUAL THE SUM OF THE DIFFERENT
HANDICAPPING CONDITIONS BECAUSE SOME STATES REPORTED ONLY TOTALS AND
DID NOT REPORT DATA BY HANDICAPPING CONDITION.

DATA AS OF OCTOBER 1, 1987.

(T7A106)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

SPEECH IMPAIRED

STATE	PSYCHOLOGICAL SERVICES	SCH. & SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	117	151	13	-	110	31	-	10
ALASKA	223	1	112	-	534	0	491	42
ARIZONA	1,484	361	376	-	968	49	1,386	134
ARKANSAS	253	374	6	-	385	52	1,288	8
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	19	138	48	-	8	3	2	9
DELAWARE	189	21	31	-	57	0	273	0
DISTRICT OF COLUMBIA	16	26	13	-	3	0	2	2
FLORIDA	8,480	8,323	336	-	2,155	5,565	2,191	231
GEORGIA	126	182	49	-	798	214	1,893	44
HAWAII	0	-	135	-	0	0	1,693	85
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	1,839	1,631	636	-	214	2	-	225
INDIANA	1,261	289	75	-	2,279	57	1,182	72
IOWA	24	108	55	-	34	0	26	26
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	2,316	1,586	57	-	4,174	1,178	3,866	247
LOUISIANA	32	1,171	170	-	361	4	4,208	44
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	30,948	0	-	0	30,948	30,948	0
MICHIGAN	1,472	908	757	-	2,068	543	4,387	307
MINNESOTA	-	-	0	-	1,350	-	11,050	0
MISSISSIPPI	3	22	4	-	228	47	3,242	5
MISSOURI	3,342	362	550	-	2,168	236	8,728	252
MONTANA	7	4	8	-	0	62	1,677	8
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	186	0	14	-	111	0	248	5
NEW HAMPSHIRE	-	6	339	-	15	1	7	17
NEW JERSEY	1,230	1,258	199	-	228	126	664	77
NEW MEXICO	186	134	451	-	125	77	5,226	189
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	879	429	129	-	2,466	72	7,181	67
NORTH DAKOTA	230	75	124	-	150	-	-	56
OHIO	2,724	6	52	-	4,676	0	5,210	3
OKLAHOMA	838	87	6	-	897	565	3,062	78
OREGON	853	550	127	-	162	42	1,291	85
PENNSYLVANIA	0	0	0	-	0	0	0	0
PUERTO RICO	215	271	185	-	62	98	185	12
RHODE ISLAND	8	7	32	-	-	-	-	12
SOUTH CAROLINA	1,441	1,835	85	-	2,336	421	5,535	11
SOUTH DAKOTA	3	0	26	-	1	0	0	20
TENNESSEE	29	1	37	-	23	3	2	26
TEXAS	234	214	423	-	132	10	1,142	189
UTAH	385	151	40	-	5,821	36	2,336	28
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	612	1,156	28	-	780	1	1,236	49
WASHINGTON	0	0	4	-	0	0	3,763	0
WEST VIRGINIA	52	4	48	-	267	0	174	63
WISCONSIN	1,774	915	315	-	0	214	153	163
WYOMING	96	65	78	-	242	257	783	8
AMERICAN SAMOA	0	0	0	-	0	0	0	0
GUAM	15	5	6	-	58	0	210	1
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	158	357	3	-	392	924	1,231	4
U.S. & INSULAR AREAS	32,231	54,154	6,184	-	36,614	41,846	117,276	2,834
50 STATES, D.C. & P.R.	32,058	53,792	6,095	-	36,434	40,922	115,835	2,829

NOTE: TOTAL FOR ALL CONDITIONS WILL NOT EQUAL THE SUM OF THE DIFFERENT HANDICAPPING CONDITIONS BECAUSE SOME STATES REPORTED ONLY TOTALS AND DID NOT REPORT DATA BY HANDICAPPING CONDITION.

DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

SPEECH IMPAIRED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	30	750	65	96
ALASKA	449	106	29	30
ARIZONA	471	3,152	299	24
ARKANSAS	341	529	275	33
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	82	1	94	150
DELAWARE	6	368	24	0
DISTRICT OF COLUMBIA	123	56	43	0
FLORIDA	1,950	6,882	17,236	0
GEORGIA	140	161	228	71
HAWAII	75	0	0	0
IDaho	-	-	-	-
ILLINOIS	5,676	1,881	1,254	6,981
INDIANA	813	2,777	286	36
IONA	189	0	0	56
KANSAS	-	-	-	-
KENTUCKY	2,129	3,786	2,692	277
LOUISIANA	1,485	511	123	78
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	6,581	30,948	30,948	0
MICHIGAN	3,443	-	-	-
MINNESOTA	2,588	1,120	0	-
MISSISSIPPI	637	886	178	0
MISSOURI	1,616	4,814	1,758	78
MONTANA	132	0	0	3
NEBRASKA	-	-	-	-
NEVADA	51	152	53	0
NEW HAMPSHIRE	289	1	131	156
NEW JERSEY	1,275	213	243	286
NEW MEXICO	462	72	78	65
NEW YORK	-	-	-	-
NORTH CAROLINA	183	1,888	1,482	53
NORTH DAKOTA	179	-	-	7
OHIO	2,588	5,875	1,318	222
OKLAHOMA	162	882	1,819	34
OREGON	716	476	961	349
PENNSYLVANIA	0	0	0	0
PUERTO RICO	265	153	61	183
RHODE ISLAND	189	-	6	-
SOUTH CAROLINA	2,188	1,162	1,872	68
SOUTH DAKOTA	95	0	2	0
TENNESSEE	248	0	35	80
TEXAS	2,184	196	388	565
UTAH	178	1,841	643	12
VERMONT	-	-	-	-
VIRGINIA	3,358	1,384	1,849	97
WASHINGTON	8	0	382	0
WEST VIRGINIA	42	33	247	29
WISCONSIN	5,588	52	47	-
WYOMING	6	674	69	33
AMERICAN SAMOA	1	0	0	0
GUAM	22	0	2	2
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,252	485	85	4
U.S. & INSULAR AREAS	49,797	72,187	67,838	9,991
50 STATES, D.C. & P.R.	48,522	71,782	66,943	9,985

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DATA AS OF OCTOBER 1, 1987.

(17A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

MENTALLY RETARDED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	2,811	788	364	4,800	115	926	-	252
ALASKA	180	32	100	285	144	11	90	59
ARIZONA	1,483	791	500	1,500	1,190	584	356	302
ARKANSAS	1,029	551	251	1,656	355	173	999	255
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	11	126	124	1,189	2	20	1	113
DELAWARE	639	115	331	372	27	189	363	250
DISTRICT OF COLUMBIA	143	190	110	452	24	204	161	98
FLORIDA	9,557	7,855	2,118	9,105	1,455	2,255	3,693	1,667
GEORGIA	2,975	1,102	712	-	1,005	1,300	1,633	795
HAWAII	0	-	269	609	4	0	777	164
IDaho	-	-	-	-	-	-	-	-
ILLINOIS	6,746	7,009	3,300	12,846	166	209	-	2,772
INDIANA	5,629	1,807	1,268	6,267	2,677	1,836	1,483	1,193
IOWA	523	1,348	968	6,974	115	0	95	751
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	7,710	2,521	632	5,233	2,073	1,391	3,678	634
LOUISIANA	826	1,505	1,000	4,690	621	610	4,384	577
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	28,527	0	28,525	0	28,527	28,527	0
MICHIGAN	3,568	3,276	2,510	8,060	1,032	6,096	3,553	1,223
MINNESOTA	6,150	6,300	1,900	-	0	-	5,750	900
MISSISSIPPI	191	179	21	1,904	177	372	1,626	137
MISSOURI	3,046	454	1,430	5,280	2,154	674	3,668	812
MONTANA	8	4	9	229	0	165	362	97
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	244	141	67	276	34	107	123	88
NEW HAMPSHIRE	-	2	247	528	75	3	5	50
NEW JERSEY	3,512	3,652	368	3,100	343	473	4,956	235
NEW MEXICO	241	267	492	1,094	76	82	1,332	425
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	9,757	2,316	884	5,424	2,811	1,188	12,479	1,182
NORTH DAKOTA	484	303	356	-	104	-	-	251
OHIO	13,192	1,213	795	10,007	1,324	697	2,538	542
OKLAHOMA	1,794	391	238	2,946	507	465	2,046	354
OREGON	325	158	108	678	45	30	290	93
PENNSYLVANIA	9,899	1,715	2,790	7,950	2,036	645	2,509	3,326
PUERTO RICO	2,511	5,520	854	1,882	358	1,900	1,115	234
RHODE ISLAND	23	15	72	410	-	-	-	102
SOUTH CAROLINA	7,508	8,001	604	5,555	1,477	1,913	3,950	1,057
SOUTH DAKOTA	26	41	84	717	2	0	0	62
TENNESSEE	174	10	242	864	23	16	18	218
TEXAS	471	439	2,237	11,477	302	405	571	1,369
UTAH	532	564	242	991	1,043	541	917	474
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	3,778	3,565	906	4,314	797	219	2,139	816
WASHINGTON	8,736	54	284	917	0	0	1,140	80
WEST VIRGINIA	137	31	191	2,474	171	108	103	324
WISCONSIN	1,213	682	1,036	3,459	0	1,279	227	907
WYOMING	0	211	171	320	0	95	164	81
AMERICAN SAMOA	0	0	14	21	0	0	-	0
GUAM	263	29	28	41	87	86	78	28
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	452	355	67	193	49	364	431	92
U.S. & INSULAR AREAS	117,873	94,157	31,352	165,862	25,173	56,378	96,258	25,447
50 STATES, D.C. & P.R.	117,156	93,773	31,243	165,607	25,037	55,928	97,749	25,327

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DATA AS OF OCTOBER 1, 1987.

(17A106)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

MENTALLY RETARDED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	2,271	5,283	578	1,897
ALASKA	251	46	48	76
ARIZONA	1,385	1,899	754	324
ARKANSAS	1,151	843	421	138
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	425	28	113	288
DELAWARE	197	554	313	8
DISTRICT OF COLUMBIA	818	237	118	8
FLORIDA	9,829	9,188	9,275	226
GEORGIA	5,238	1,823	588	948
HAWAII	884	8	8	8
IDaho	-	-	-	-
ILLINOIS	17,982	5,355	3,423	25,824
INDIANA	6,982	4,162	1,552	943
IOWA	1,832	141	24	1,514
KANSAS	-	-	-	-
KENTUCKY	4,798	3,328	3,459	417
LOUISIANA	4,517	1,838	588	744
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	5,991	28,527	28,487	8
MICHIGAN	11,222	-	-	-
MINNESOTA	4,588	4,588	3,588	-
MISSISSIPPI	1,381	882	343	24
MISSOURI	5,128	3,658	2,228	278
MONTANA	318	1	4	8
NEBRASKA	-	-	-	-
NEVADA	548	615	41	3
NEW HAMPSHIRE	284	1	138	78
NEW JERSEY	3,782	837	1,188	828
NEW MEXICO	743	111	188	224
NEW YORK	-	-	-	-
NORTH CAROLINA	5,877	6,123	6,413	297
NORTH DAKOTA	882	-	-	228
OHIO	13,279	6,828	6,779	4,738
OKLAHOMA	1,852	1,288	1,818	153
OREGON	443	147	248	278
PENNSYLVANIA	23,718	7,558	3,582	6,881
PUERTO RICO	6,185	1,718	848	2,199
RHODE ISLAND	1,814	-	88	-
SOUTH CAROLINA	5,585	2,545	3,738	193
SOUTH DAKOTA	235	8	19	7
TENNESSEE	1,888	15	44	84
TEXAS	11,298	838	1,178	1,638
UTAH	1,414	787	388	25
VERMONT	-	-	-	-
VIRGINIA	4,178	1,915	2,221	498
WASHINGTON	1,358	8	73	8
WEST VIRGINIA	1,718	138	314	397
WISCONSIN	5,831	225	128	-
WYOMING	218	128	88	178
AMERICAN SAMOA	42	8	8	8
GUAM	121	37	2	4
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	471	288	211	343
U.S. & INSULAR AREAS	178,555	181,898	85,111	51,298
50 STATES, D.C. & P.R.	177,921	181,593	84,858	50,943

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DATA AS OF OCTOBER 1, 1987.

(77A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

EMOTIONALLY DISTURBED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	577	218	138	388	13	144	-	32
ALASKA	248	28	22	38	23	8	58	2
ARIZONA	1,441	536	58	295	148	97	626	31
ARKANSAS	117	47	5	16	18	3	88	6
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	388	1,992	54	533	3	26	6	11
DELAWARE	1,128	526	128	322	9	296	581	52
DISTRICT OF COLUMBIA	531	446	30	68	1	375	83	8
FLORIDA	7,498	8,912	137	2,848	394	2,887	2,553	34
GEORGIA	2,178	2,783	78	-	543	263	1,615	182
HAWAII	263	-	64	93	8	8	328	6
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	6,848	11,755	483	4,145	56	489	-	124
INDIANA	1,188	361	53	369	288	141	188	23
IOWA	1,786	2,642	375	1,278	77	317	484	66
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	983	531	127	288	59	615	285	14
LOUISIANA	877	1,449	258	783	48	488	1,644	7
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	18,434	18,434	8	8	8	18,434	18,434	8
MICHIGAN	4,392	13,459	498	2,418	144	1,663	4,278	56
MINNESOTA	5,415	5,588	8	-	8	-	6,558	8
MISSISSIPPI	92	12	8	45	1	8	89	1
MISSOURI	1,674	988	388	1,136	1,882	248	3,812	148
MONTANA	64	18	1	15	8	88	261	3
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	448	8	8	85	82	8	22	1
NEW HAMPSHIRE	-	3	47	185	26	8	5	8
NEW JERSEY	9,492	8,878	188	1,148	387	389	12,488	29
NEW MEXICO	867	282	181	448	31	57	1,649	43
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	3,38	1,188	188	884	518	233	2,585	57
NORTH DAKOTA	217	214	23	-	1	-	-	8
OHIO	1,882	187	18	443	124	85	482	8
OKLAHOMA	888	63	5	178	74	48	294	71
OREGON	494	336	25	178	18	18	284	17
PENNSYLVANIA	5,221	2,488	388	1,388	295	489	1,988	562
PUERTO RICO	318	338	85	142	14	134	84	12
RHODE ISLAND	172	43	12	118	-	-	-	5
SOUTH CAROLINA	2,331	1,288	11	587	278	488	1,553	31
SOUTH DAKOTA	33	5	21	53	8	8	8	2
TENNESSEE	38	3	8	38	8	8	4	3
TEXAS	2,299	498	388	2,332	38	323	892	98
UTAH	3,411	1,871	138	542	2,877	334	2,983	127
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	2,495	2,538	122	881	234	279	988	24
WASHINGTON	3,737	458	55	138	8	8	173	7
WEST VIRGINIA	381	22	1	188	11	182	43	1
WISCONSIN	5,522	4,888	127	298	8	173	97	78
WYOMING	475	246	42	55	27	19	155	4
AMERICAN SAMOA	8	8	8	1	8	8	-	3
GUAM	9	28	8	8	3	3	25	8
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	281	57	58	28	3	185	228	1
U.S. & INSULAR AREAS	188,119	9,938	4,747	24,488	7,822	28,922	67,835	1,883
50 STATES, D.C. & P.R.	99,989	93,845	4,888	24,458	7,818	28,734	67,584	1,882

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DATA AS OF OCTOBER 1, 1987.

(T7A188)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

EMOTIONALLY DISTURBED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTH. RELATED SERVICES
ALABAMA	459	525	348	458
ALASKA	132	6	93	7
ARIZONA	531	827	1,172	63
ARKANSAS	187	53	178	6
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	25	2	2,338	668
DELAWARE	35	588	879	33
DISTRICT OF COLUMBIA	344	298	368	8
FLORIDA	4,581	5,856	18,785	421
GEORGIA	2,891	188	2,327	234
HAWAII	203	8	263	8
IDAH0	-	-	-	-
ILLINOIS	13,915	3,420	10,513	23,424
INDIANA	1,448	845	896	88
IOWA	559	138	8	557
KANSAS	-	-	-	-
KENTUCKY	988	914	894	58
LOUISIANA	976	253	1,193	61
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	3,871	18,434	18,435	8
MICHIGAN	6,153	-	-	-
MINNESOTA	1,558	438	8	-
MISSISSIPPI	59	19	71	3
MISSOURI	1,298	1,852	1,244	36
MONTANA	17	8	12	8
NEBRASKA	-	-	-	-
NEVADA	77	643	378	3
NEW HAMPSHIRE	182	1	798	95
NEW JERSEY	7,846	1,389	6,812	1,386
NEW MEXICO	378	26	153	26
NEW YORK	-	-	-	-
NORTH CAROLINA	1,691	1,886	2,918	77
NORTH DAKOTA	76	-	-	14
OHIO	4,822	835	2,282	1,432
OKLAHOMA	478	248	588	133
OREGON	556	142	587	191
PENNSYLVANIA	11,885	3,215	3,988	2,816
PUERTO RICO	457	189	43	173
RHODE ISLAND	524	-	47	-
SOUTH CAROLINA	1,649	2,474	7,734	38
SOUTH DAKOTA	48	8	52	15
TENNESSEE	158	8	28	2
TEXAS	4,113	318	6,271	341
UTAH	1,251	2,275	1,455	92
VERMONT	-	-	-	-
VIRGINIA	1,775	824	2,318	148
WASHINGTON	447	8	121	8
WEST VIRGINIA	447	58	288	78
WISCONSIN	3,824	111	184	-
WYOMING	119	94	289	28
AMERICAN SAMOA	1	8	8	8
GUAM	28	8	28	8
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	229	77	193	1
U.S. & INSULAR AREAS	88,716	47,129	89,158	32,388
50 STATES, D.C. & P.R.	88,458	47,852	88,929	32,379

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

HARD OF HEARING & DEAF

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	35	5	18	317	156	18	-	9
ALASKA	22	14	12	238	222	0	89	6
ARIZONA	587	47	15	196	321	427	285	57
ARKANSAS	277	25	1	348	330	149	33	15
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	5	10	8	340	30	1	0	1
DELAWARE	61	25	25	156	171	0	33	6
DISTRICT OF COLUMBIA	0	0	2	12	9	0	0	0
FLORIDA	928	1,128	83	1,073	3,009	658	888	77
GEORGIA	31	65	31	-	783	16	80	10
HAWAII	0	-	15	105	3	0	132	15
IDAH0	-	-	-	-	-	-	-	-
ILLINOIS	308	556	86	1,787	2,834	2	-	63
INDIANA	543	91	49	789	739	72	143	24
IOWA	163	168	29	989	1,016	0	168	34
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	423	374	18	571	655	335	83	33
LOUISIANA	99	342	52	1,170	577	328	600	41
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	1,083	0	1,076	1,083	1,083	1,083	0
MICHIGAN	177	197	128	1,083	1,089	303	308	42
MINNESOTA	775	999	0	-	950	-	645	0
MISSISSIPPI	5	21	1	167	56	0	55	4
MISSOURI	778	114	46	686	1,116	484	264	32
MONTANA	1	0	2	52	8	16	65	3
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	48	0	0	24	185	0	8	0
NEW HAMPSHIRE	-	0	18	119	16	1	3	2
NEW JERSEY	652	675	30	794	672	25	1,630	25
NEW MEXICO	33	10	17	263	281	0	171	13
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	430	378	76	906	1,325	373	1,331	27
NORTH DAKOTA	16	10	5	-	136	-	-	5
OHIO	1,010	245	82	2,756	2,632	37	556	46
OKLAHOMA	112	70	11	774	525	32	146	31
OREGON	22	7	3	66	82	2	34	1
PENNSYLVANIA	879	131	30	640	1,288	157	330	36
PUERTO RICO	117	301	65	775	715	213	127	11
RHODE ISLAND	2	3	3	52	-	-	-	2
SOUTH CAROLINA	130	281	27	1,419	740	250	317	23
SOUTH DAKOTA	2	0	3	117	76	0	0	4
TENNESSEE	5	3	8	87	78	0	0	7
TEXAS	106	254	122	2,287	1,571	4	127	114
UTAH	379	8	34	232	1,000	0	85	2
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	318	362	34	763	682	2	151	21
WASHINGTON	1,482	7	31	222	1,482	0	266	6
WEST VIRGINIA	14	4	5	206	174	8	12	1
WISCONSIN	69	37	66	1,020	423	128	47	53
WYOMING	6	9	2	55	155	4	60	1
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	0	-	0	25	29	6	31	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	23	23	23	22	20	23	0
U.S. & INSULAR AREAS	11,158	8,889	1,327	25,364	30,274	5,854	10,719	983
50 STATES, D.C. & P.R.	11,138	8,862	1,304	25,315	30,223	5,834	10,665	983

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DATA AS OF OCTOBER 1, 1987.

(T7A106)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

HARD OF HEARING & DEAF

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	187	86	49	71
ALASKA	74	12	31	18
ARIZONA	117	588	254	13
ARKANSAS	57	252	183	18
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	47	0	28	24
DELAWARE	18	15	37	0
DISTRICT OF COLUMBIA	19	16	15	0
FLORIDA	1,597	1,387	1,256	8
GEORGIA	536	59	31	38
HAWAII	111	0	0	0
IDAHO	-	-	-	-
ILLINOIS	2,164	578	1,157	2,539
INDIANA	485	185	135	22
IOWA	312	185	189	79
KANSAS	-	-	-	-
KENTUCKY	577	419	367	7
LOUISIANA	936	132	173	65
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	396	1,883	1,883	0
MICHIGAN	1,527	-	-	-
MINNESOTA	428	428	648	-
MISSISSIPPI	82	12	0	3
MISSOURI	288	298	114	8
MONTANA	39	0	0	0
NEBRASKA	-	-	-	-
NEVADA	15	189	14	28
NEW HAMPSHIRE	69	0	40	68
NEW JERSEY	736	152	266	128
NEW MEXICO	38	149	31	6
NEW YORK	-	-	-	-
NORTH CAROLINA	392	734	661	278
NORTH DAKOTA	78	-	-	6
OHIO	2,011	889	435	1,318
OKLAHOMA	291	286	142	27
OREGON	32	19	23	28
PENNSYLVANIA	1,843	555	228	584
PUERTO RICO	777	88	86	228
RHODE ISLAND	144	-	-	-
SOUTH CAROLINA	354	377	436	22
SOUTH DAKOTA	23	0	0	0
TENNESSEE	164	1	2	28
TEXAS	2,894	157	189	488
UTAH	369	62	17	5
VERMONT	-	-	-	-
VIRGINIA	402	185	226	36
WASHINGTON	239	0	74	0
WEST VIRGINIA	96	28	19	16
WISCONSIN	956	175	74	-
WYOMING	13	23	5	27
AMERICAN SAMOA	18	0	0	0
GUAM	24	0	0	1
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	28	5	3	21
U.S. & INSULAR AREAS	21,113	18,249	9,482	6,288
50 STATES, D.C. & P.R.	21,859	18,244	9,399	6,186

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DATA AS OF OCTOBER 1, 1987.

(77A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

MULTIHANDICAPPED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	35	78	184	484	36	66	--	321
ALASKA	92	34	189	216	48	8	56	168
ARIZONA	634	186	336	373	454	191	483	414
ARKANSAS	92	82	95	199	43	83	159	123
CALIFORNIA	--	--	--	--	--	--	--	--
COLORADO	--	--	--	--	--	--	--	--
CONNECTICUT	1	30	136	282	8	1	1	75
DELAWARE	96	29	31	15	5	66	76	7
DISTRICT OF COLUMBIA	47	48	42	61	3	45	38	17
FLORIDA	--	--	--	--	--	--	--	--
GEORGIA	381	237	417	--	518	268	283	289
HAWAII	8	--	191	115	3	8	98	283
IDAH0	--	--	--	--	--	--	--	--
ILLINOIS	8	8	8	8	8	8	--	8
INDIANA	318	313	652	589	287	229	485	651
IOWA	28	59	419	539	28	8	17	28
KANSAS	--	--	--	--	--	--	--	--
KENTUCKY	481	415	483	795	151	191	247	618
LOUISIANA	91	123	696	492	128	47	342	437
MAINE	--	--	--	--	--	--	--	--
MARYLAND	--	--	--	--	--	--	--	--
MASSACHUSETTS	8	2,968	2,959	2,959	8	2,968	2,968	2,959
MICHIGAN	354	151	1,376	1,154	132	1,287	386	1,349
MINNESOTA	--	--	--	--	--	--	--	--
MISSISSIPPI	5	21	15	38	2	8	58	52
MISSOURI	84	158	282	288	488	52	414	198
MONTANA	7	8	8	49	8	65	99	28
NEBRASKA	--	--	--	--	--	--	--	--
NEVADA	127	88	183	68	48	58	7	134
NEW HAMPSHIRE	--	1	189	188	18	1	3	152
NEW JERSEY	5,388	5,237	2,866	5,767	738	688	8,142	1,528
NEW MEXICO	55	41	218	348	25	6	359	295
NEW YORK	--	--	--	--	--	--	--	--
NORTH CAROLINA	936	534	655	821	421	618	498	748
NORTH DAKOTA	--	--	--	--	--	--	--	--
OHIO	1,683	88	3,558	3,841	428	85	948	856
OKLAHOMA	187	33	666	1,248	75	37	324	666
OREGON	--	--	--	--	--	--	--	--
PENNSYLVANIA	8	8	8	8	8	8	8	8
PUERTO RICO	387	572	322	382	65	138	289	322
RHODE ISLAND	1	1	22	23	--	--	--	21
SOUTH CAROLINA	59	178	119	152	124	214	73	58
SOUTH DAKOTA	27	38	226	343	4	8	8	282
TENNESSEE	33	8	236	532	11	4	5	523
TEXAS	187	153	1,788	2,813	148	189	234	1,823
UTAH	538	197	624	957	399	438	384	788
VERMONT	--	--	--	--	--	--	--	--
VIRGINIA	587	572	261	626	84	4	189	345
WASHINGTON	2,137	13	415	274	8	8	2,137	339
WEST VIRGINIA	--	--	--	--	--	--	--	--
WISCONSIN	283	129	632	351	8	78	8	618
WYOMING	48	75	183	151	49	9	76	39
AMERICAN SAMOA	8	8	8	18	8	8	--	8
GUAM	5	58	27	7	78	74	37	38
NORTHERN MARIANAS	--	--	--	--	--	--	--	--
TRUST TERRITORIES	--	--	--	--	--	--	--	--
VIRGIN ISLANDS	--	--	--	--	--	--	--	--
BUR. OF INDIAN AFFAIRS	92	211	145	186	42	287	231	129
U.S. & INSULAR AREAS	15,278	13,867	28,718	28,836	4,971	8,235	19,967	17,151
50 STATES, D.C. & P.R.	15,181	12,888	28,536	25,853	4,853	7,954	19,699	16,986

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1965-66 SCHOOL YEAR

MULTIHANDICAPPED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	697	195	58	217
ALASKA	218	89	13	152
ARIZONA	536	667	33	104
ARKANSAS	214	153	58	10
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	0	1	18	27
DELAWARE	8	73	15	0
DISTRICT OF COLUMBIA	48	52	10	0
FLORIDA	-	-	-	-
GEORGIA	767	168	42	368
HAWAII	0	0	0	0
IDaho	-	-	-	-
ILLINOIS	0	0	0	0
INDIANA	828	634	155	195
IOWA	184	19	0	45
KANSAS	-	-	-	-
KENTUCKY	918	324	241	75
LOUISIANA	641	495	19	132
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	628	2,968	2,308	0
MICHIGAN	1,482	-	-	-
MINNESOTA	-	-	-	-
MISSISSIPPI	82	14	5	0
MISSOURI	538	382	168	72
MONTANA	98	3	1	0
NEBRASKA	-	-	-	-
NEVADA	322	343	12	3
NEW HAMPSHIRE	144	2	14	49
NEW JERSEY	6,358	1,388	1,516	674
NEW MEXICO	318	28	7	50
NEW YORK	-	-	-	-
NORTH CAROLINA	583	518	245	328
NORTH DAKOTA	-	-	-	-
OHIO	2,584	1,585	393	2,665
OKLAHOMA	713	133	65	81
OREGON	-	-	-	-
PENNSYLVANIA	0	0	0	0
PUERTO RICO	328	259	28	356
RHODE ISLAND	55	-	0	-
SOUTH CAROLINA	289	192	69	16
SOUTH DAKOTA	128	8	5	4
TENNESSEE	764	18	35	29
TEXAS	2,668	487	183	1,251
UTAH	1,812	425	186	11
VERMONT	-	-	-	-
VIRGINIA	551	75	27	76
WASHINGTON	572	8	12	8
WEST VIRGINIA	-	-	-	-
WISCONSIN	597	188	15	-
WYOMING	55	88	38	66
AMERICAN SAMOA	18	0	0	0
GUAM	77	62	1	1
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	292	288	179	226
U.S. & INSULAR AREAS	26,839	12,338	6,736	7,267
50 STATES, D.C. & P.R.	25,688	11,768	6,556	7,848

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DATA AS OF OCTOBER 1, 1967.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

ORTHOPEDICALLY IMPAIRED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	9	5	142	73	1	6	-	159
ALASKA	16	0	88	40	4	0	23	97
ARIZONA	140	66	150	112	43	40	78	240
ARKANSAS	10	27	104	104	11	15	30	110
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	2	5	66	31	1	1	0	57
DELAWARE	137	115	162	155	25	149	106	153
DISTRICT OF COLUMBIA	0	4	18	17	0	29	8	39
FLORIDA	1,312	1,159	2,306	1,428	283	765	1,184	2,159
GEORGIA	61	119	283	-	46	175	19	398
HAWAII	0	-	100	89	1	0	201	216
IDAHO	-	-	-	-	-	-	-	-
ILLINOIS	203	368	1,451	1,533	26	54	-	2,602
INDIANA	158	84	362	210	88	73	123	479
IOWA	35	93	833	504	18	0	631	868
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	145	55	153	179	48	30	74	260
LOUISIANA	5	85	517	300	89	67	374	538
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	1,400	1,400	0	0	1,400	1,400	1,400
MICHIGAN	400	507	2,626	1,431	169	1,544	486	2,627
MINNESOTA	310	785	420	-	0	-	775	0
MISSISSIPPI	7	15	23	94	8	24	107	136
MISSOURI	344	212	556	372	420	284	426	662
MONTANA	0	0	13	14	0	34	49	11
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	27	0	27	26	6	3	10	67
NEW HAMPSHIRE	-	0	95	39	14	2	1	82
NEW JERSEY	369	368	225	223	90	30	485	412
NEW MEXICO	10	9	116	92	5	1	239	183
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	200	100	411	165	124	110	149	691
NORTH DAKOTA	42	56	137	-	15	-	-	127
OHIO	933	27	2,157	804	143	72	183	2,315
OKLAHOMA	68	3	135	154	31	41	127	233
OREGON	51	24	112	78	11	7	75	217
PENNSYLVANIA	471	131	771	455	75	100	190	1,060
PUERTO RICO	167	212	118	46	3	159	181	159
RHODE ISLAND	9	0	85	35	-	-	-	112
SOUTH CAROLINA	128	370	341	214	65	60	267	452
SOUTH DAKOTA	0	0	132	124	0	0	0	138
TENNESSEE	0	1	52	45	1	3	2	92
TEXAS	60	48	1,417	1,246	11	61	331	1,630
UTAH	23	5	158	18	100	46	94	156
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	199	210	320	106	65	0	102	418
WASHINGTON	1,256	11	186	69	0	0	1,256	218
WEST VIRGINIA	25	9	141	112	9	37	13	195
WISCONSIN	80	43	734	381	0	83	12	760
WYOMING	16	14	82	11	11	4	90	43
AMERICAN SAMOA	0	0	2	2	0	0	-	0
GUAM	0	9	14	1	0	0	15	25
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	14	30	34	7	0	20	28	24
U.S. & INSULAR AREAS	7,442	6,864	19,995	11,290	2,060	5,609	10,026	23,100
50 STATES, D.C. & P.R.	7,428	6,825	19,345	11,280	2,060	5,589	9,983	23,051

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DATA AS OF OCTOBER 1, 1987.

(77A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

ORTHOPEDICALLY IMPAIRED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	218	58	7	48
ALASKA	50	15	5	24
ARIZONA	288	128	118	18
ARKANSAS	70	43	18	4
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	525	2	18	18
DELAWARE	211	342	181	188
DISTRICT OF COLUMBIA	43	12	22	8
FLORIDA	2,412	1,712	2,139	54
GEORGIA	595	121	48	175
HAWAII	218	8	8	8
IDAH0	-	-	-	-
ILLINOIS	3,189	886	744	4,815
INDIANA	535	251	58	48
IOWA	143	2	1	283
KANSAS	-	-	-	-
KENTUCKY	333	84	47	31
LOUISIANA	808	188	6	99
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	311	1,488	1,488	8
MICHIGAN	2,713	-	-	-
MINNESOTA	938	828	725	-
MISSISSIPPI	168	44	8	5
MISSOURI	752	648	158	142
MONTANA	38	3	8	8
NEBRASKA	-	-	-	-
NEVADA	94	67	6	8
NEW HAMPSHIRE	48	2	13	27
NEW JERSEY	581	182	134	83
NEW MEXICO	155	19	4	8
NEW YORK	-	-	-	-
NORTH CAROLINA	456	196	96	9
NORTH DAKOTA	69	-	-	35
OHIO	2,731	1,897	888	2,158
OKLAHOMA	238	48	78	3
OREGON	187	33	42	66
PENNSYLVANIA	1,489	234	69	379
PUERTO RICO	185	35	31	195
RHODE ISLAND	154	-	2	-
SOUTH CAROLINA	431	489	888	88
SOUTH DAKOTA	34	8	8	3
TENNESSEE	188	1	2	7
TEXAS	1,882	144	181	541
UTAH	93	138	23	8
VERMONT	-	-	-	-
VIRGINIA	486	158	168	23
WASHINGTON	211	8	7	8
WEST VIRGINIA	169	78	9	78
WISCONSIN	723	279	63	-
WYOMING	28	27	18	25
AMERICAN SAMOA	2	8	8	8
GUAM	13	8	8	8
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	34	21	5	18
U.S. & INSULAR AREAS	24,717	18,789	7,918	9,586
58 STATES, D.C. & P.R.	24,868	18,788	7,985	9,588

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

OTHER HEALTH IMPAIRED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	15	4	27	37	2	3	-	28
ALASKA	69	1	49	66	17	0	34	39
ARIZONA	25	10	49	247	26	5	35	28
ARKANSAS	21	116	32	48	14	11	57	39
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	17	41	131	224	1	2	0	87
DELAWARE	13	13	5	13	0	0	27	0
DISTRICT OF COLUMBIA	23	35	50	74	29	29	37	49
FLORIDA	435	573	64	266	185	240	134	53
GEORGIA	28	136	15	0	0	6	834	68
HAWAII	0	-	0	0	0	0	4	0
IDAH0	-	-	-	-	-	-	-	-
ILLINOIS	139	251	168	482	5	4	-	181
INDIANA	116	52	35	64	12	15	187	36
IOWA	0	0	0	0	0	0	0	0
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	387	78	14	35	26	39	56	37
LOUISIANA	56	121	244	377	89	24	339	99
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	1,884	0	0	0	1,884	1,884	0
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	215	300	510	-	0	-	0	0
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	78	8	48	56	48	38	347	56
MONTANA	3	0	3	14	0	7	185	7
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	1	0	5	0
NEW HAMPSHIRE	-	0	100	187	19	0	3	29
NEW JERSEY	282	282	29	39	56	12	300	19
NEW MEXICO	8	9	33	26	4	0	308	25
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	323	489	228	289	144	84	364	221
NORTH DAKOTA	10	7	25	-	4	-	-	19
OHIO	-	-	-	-	-	-	-	-
OKLAHOMA	22	6	21	56	187	1	188	22
OREGON	45	24	68	63	6	0	57	69
PENNSYLVANIA	0	8	0	0	0	0	0	0
PUERTO RICO	137	284	48	34	7	128	98	27
RHODE ISLAND	4	1	14	13	-	-	-	13
SOUTH CAROLINA	14	79	46	61	44	62	66	33
SOUTH DAKOTA	8	0	8	25	0	0	0	8
TENNESSEE	3	0	16	35	1	1	1	22
TEXAS	115	56	719	1,264	88	28	455	523
UTAH	38	18	39	26	64	0	48	15
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	122	288	82	288	25	9	97	88
WASHINGTON	2,187	8	286	182	0	0	2,187	138
WEST VIRGINIA	4	0	2	51	3	4	0	5
WISCONSIN	33	15	170	14	0	28	8	151
WYOMING	24	24	87	21	18	1	38	17
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	3	3	0	0	0	4	2
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	27	41	22	14	7	38	48	18
U.S. & INSULAR AREAS	4,878	5,881	3,484	4,521	1,186	2,885	8,257	2,143
50 STATES, D.C. & P.R.	4,851	4,957	3,439	4,507	1,899	2,828	8,213	2,125

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TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

STATE	OTHER HEALTH IMPAIRED			
	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	65	188	16	121
ALASKA	58	13	3	11
ARIZONA	1	98	188	8
ARKANSAS	36	23	27	8
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	26	1	53	47
DELAWARE	8	131	96	118
DISTRICT OF COLUMBIA	183	53	15	8
FLORIDA	357	571	1,021	58
GEORGIA	51	175	8	2
HAWAII	8	8	8	8
IDAH0	-	-	-	-
ILLINOIS	727	288	195	1,345
INDIANA	83	88	13	13
IOWA	8	8	8	8
KANSAS	-	-	-	-
KENTUCKY	41	182	55	23
LOUISIANA	388	216	97	184
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	395	1,884	1,884	8
MICHIGAN	-	-	-	-
MINNESOTA	188	328	248	8
MISSISSIPPI	8	8	8	8
MISSOURI	112	282	188	88
MONTANA	8	1	8	8
NEBRASKA	-	-	-	-
NEVADA	1	75	8	8
NEW HAMPSHIRE	59	8	38	37
NEW JERSEY	127	182	98	88
NEW MEXICO	48	5	35	18
NEW YORK	-	-	-	-
NORTH CAROLINA	588	448	484	19
NORTH DAKOTA	25	-	-	1
OHIO	-	-	-	-
OKLAHOMA	33	18	26	2
OREGON	71	42	56	55
PENNSYLVANIA	8	8	8	8
PUERTO RICO	93	145	77	187
RHODE ISLAND	21	-	2	-
SOUTH CAROLINA	215	434	611	28
SOUTH DAKOTA	8	8	3	1
TENNESSEE	89	3	2	2
TEXAS	1,879	141	288	237
UTAH	32	88	35	8
VERMONT	-	-	-	-
VIRGINIA	198	279	74	21
WASHINGTON	263	8	4	8
WEST VIRGINIA	39	6	8	17
WISCONSIN	184	148	22	-
WYOMING	28	45	18	44
AMERICAN SAMOA	8	8	8	8
GUAM	2	8	8	1
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	49	18	9	29
U.S. & INSULAR AREAS	5,741	6,319	5,735	2,573
50 STATES, D.C. & P.R.	5,688	6,389	5,728	2,543

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

VISUALLY HANDICAPPED

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	16	2	19	29	3	3	-	8
ALASKA	9	0	0	10	3	0	6	5
ARIZONA	255	13	16	40	268	108	158	65
ARKANSAS	124	121	4	110	11	111	140	11
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	2	13	37	36	2	2	1	23
DELAWARE	9	31	5	4	53	5	115	5
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	372	378	56	119	189	267	327	45
GEORGIA	29	55	18	-	19	10	29	8
HAWAII	0	-	16	36	4	0	49	13
IDAH0	-	-	-	-	-	-	-	-
ILLINOIS	193	196	92	247	16	4	-	63
INDIANA	386	219	25	79	228	204	200	46
IOHIA	23	7	47	75	5	0	6	16
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	191	123	132	153	154	100	160	40
LOUISIANA	118	166	26	82	120	113	263	14
MAINE	-	-	-	-	-	-	-	-
MARYLAND	0	-	-	-	-	-	-	-
MASSACHUSETTS	0	807	0	0	0	807	807	0
MICHIGAN	42	97	107	132	19	177	90	48
MINNESOTA	131	131	0	-	0	-	350	0
MISSISSIPPI	0	21	1	12	3	1	18	3
MISSOURI	90	122	24	78	46	52	182	38
MONTANA	1	1	1	3	0	7	58	0
NEBRASKA	-	-	-	-	-	-	-	-
NEVADA	14	0	0	5	3	3	3	1
NEW HAMPSHIRE	-	0	17	16	9	9	0	6
NEW JERSEY	169	172	18	44	14	6	265	8
NEW MEXICO	22	96	7	8	0	2	50	19
NEW YORK	-	-	-	-	-	-	-	-
NORTH CAROLINA	1,000	124	29	86	175	6	1,372	41
NORTH DAKOTA	3	2	18	-	1	-	-	12
OHIO	262	6	63	219	52	10	69	50
OKLAHOMA	132	105	58	77	16	111	148	54
OREGON	11	1	1	6	6	0	18	3
PENNSYLVANIA	250	67	114	106	54	108	192	120
PUERTO RICO	49	124	20	17	9	38	75	9
RHODE ISLAND	1	3	7	13	-	-	-	6
SOUTH CAROLINA	72	83	19	58	33	73	82	7
SOUTH DAKOTA	1	0	11	14	0	0	0	4
TENNESSEE	0	1	9	11	1	0	1	7
TEXAS	21	22	227	326	15	6	44	162
UTAH	119	19	3	98	170	43	29	227
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	156	149	33	59	32	50	228	26
WASHINGTON	330	2	2	1	0	0	57	1
WEST VIRGINIA	1	1	3	12	1	9	3	4
WISCONSIN	51	20	35	19	0	220	0	79
WYOMING	7	3	3	2	0	0	12	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	1	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	6	5	9	4	3	5	8	0
U.S. & INSULAR AREAS	4,685	3,514	1,339	2,520	1,729	2,061	5,641	1,299
50 STATES, D.C. & P.R.	4,675	3,509	1,329	2,516	1,726	2,056	5,624	1,299

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DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

VISUALLY HANDICAPPED

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	84	44	3	136
ALASKA	7	1	1	4
ARIZONA	43	155	61	32
ARKANSAS	75	128	27	5
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	56	0	16	111
DELAWARE	17	60	16	16
DISTRICT OF COLUMBIA	24	0	0	0
FLORIDA	714	396	596	50
GEORGIA	188	48	28	34
HAWAII	24	0	0	0
IDAHO	-	-	-	-
ILLINOIS	664	187	367	1,506
INDIANA	311	279	92	1
IOWA	13	31	3	43
KANSAS	-	-	-	-
KENTUCKY	179	198	78	136
LOUISIANA	279	162	28	190
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	178	887	887	0
MICHIGAN	485	-	-	-
MINNESOTA	315	282	228	-
MISSISSIPPI	13	-	2	0
MISSOURI	79	96	112	188
MONTANA	11	0	0	0
NEBRASKA	-	-	-	-
NEVADA	58	42	18	0
NEW HAMPSHIRE	5	0	6	54
NEW JERSEY	65	30	77	37
NEW MEXICO	81	71	71	3
NEW YORK	-	-	-	-
NORTH CAROLINA	428	417	1,496	33
NORTH DAKOTA	4	-	-	4
OHIO	838	112	245	739
OKLAHOMA	98	135	138	9
OREGON	6	18	5	28
PENNSYLVANIA	765	117	122	191
PUERTO RICO	289	38	28	185
RHODE ISLAND	37	-	0	-
SOUTH CAROLINA	236	131	139	112
SOUTH DAKOTA	7	0	8	7
TENNESSEE	31	1	2	8
TEXAS	588	51	125	1,869
UTAH	139	253	9	1
VERMONT	-	-	-	-
VIRGINIA	144	98	187	76
WASHINGTON	29	0	4	0
WEST VIRGINIA	24	15	21	15
WISCONSIN	431	58	141	-
WYOMING	2	1	2	11
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	6	3	0	8
U.S. & INSULAR AREAS	7,766	4,374	5,211	4,884
50 STATES, D.C. & P.R.	7,758	4,371	5,211	4,888

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TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1965-66 SCHOOL YEAR

DEAF-BLIND

STATE	PSYCHOLOGICAL SERVICES	SCHOOL SOCIAL WORK SERVICES	OCCUPATIONAL THERAPY	SPEECH/ LANGUAGE PATHOLOGY	AUDIOLOGICAL SERVICES	RECREATIONAL SERVICES	DIAGNOSTIC SERVICES	PHYSICAL THERAPY
ALABAMA	4	4	1	7	0	4	-	5
ALASKA	0	0	0	3	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	4	1	0	1	0	0	4
CALIFORNIA	-	-	-	-	-	-	-	-
COLORADO	-	-	-	-	-	-	-	-
CONNECTICUT	0	1	4	8	0	1	0	4
DELAWARE	6	1	22	16	13	11	2	18
DISTRICT OF COLUMBIA	4	11	14	25	4	17	9	9
FLORIDA	-	23	3	1	53	18	19	7
GEORGIA	0	1	3	2	2	6	0	6
HAWAII	0	-	4	2	3	0	3	2
IDAH0	-	-	-	-	-	-	-	-
ILLINOIS	6	22	18	21	15	7	-	11
INDIANA	1	2	6	4	1	0	0	2
IOWA	0	0	6	21	21	0	0	0
KANSAS	-	-	-	-	-	-	-	-
KENTUCKY	2	0	4	11	2	3	2	2
LOUISIANA	1	3	6	36	6	7	12	5
MAINE	-	-	-	-	-	-	-	-
MARYLAND	-	-	-	-	-	-	-	-
MASSACHUSETTS	0	135	0	0	0	135	135	0
MICHIGAN	-	-	-	-	-	-	-	-
MINNESOTA	17	17	0	-	-	-	-	-
MISSISSIPPI	0	0	0	1	17	-	0	0
MISSOURI	26	76	96	74	0	0	1	0
MONTANA	1	0	13	18	54	8	74	86
NEBRASKA	-	-	-	-	1	0	2	19
NEVADA	0	0	0	0	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	0	0	0	0
NEW JERSEY	11	13	4	5	0	0	0	5
NEW MEXICO	56	57	36	16	14	0	48	1
NEW YORK	-	-	-	23	8	28	7	4
NORTH CAROLINA	15	15	15	15	18	22	17	11
NORTH DAKOTA	0	0	0	-	2	-	-	7
OHIO	3	3	7	101	3	0	3	10
OKLAHOMA	7	0	4	19	11	0	9	15
OREGON	2	0	2	2	0	0	2	2
PENNSYLVANIA	2	0	1	0	0	0	2	1
PUERTO RICO	5	14	51	49	1	0	10	2
RHODE ISLAND	0	0	1	3	-	-	-	0
SOUTH CAROLINA	9	5	4	6	21	22	19	19
SOUTH DAKOTA	15	16	30	20	0	0	0	31
TENNESSEE	0	0	1	0	0	0	0	1
TEXAS	5	8	18	21	11	0	2	16
UTAH	16	5	13	21	25	13	13	25
VERMONT	-	-	-	-	-	-	-	-
VIRGINIA	21	15	5	25	9	0	9	2
WASHINGTON	35	2	2	4	35	0	35	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	4	3	13	7	0	0	0	0
WYOMING	1	1	0	0	19	13	1	8
AMERICAN SAMOA	0	0	2	0	0	0	1	0
GUAM	0	2	1	0	5	5	1	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	278	459	399	591	358	322	436	325
50 STATES, D.C. & P.R.	278	457	396	589	353	317	435	325

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(77A186)

TABLE BB1

NUMBER OF HANDICAPPED CHILDREN 3 - 21 YEARS OLD RECEIVING RELATED SERVICES
DURING THE 1985-86 SCHOOL YEAR

EAF-BLIND

STATE	TRANSPORTATION SERVICES	SCHOOL HEALTH SERVICES	COUNSELING SERVICES	OTHER RELATED SERVICES
ALABAMA	8	8	5	5
ALASKA	1	0	1	4
ARIZONA	0	0	0	0
ARKANSAS	5	3	1	1
CALIFORNIA	-	-	-	-
COLORADO	-	-	-	-
CONNECTICUT	373	3	2	2
DELAWARE	7	12	0	0
DISTRICT OF COLUMBIA	29	6	0	0
FLORIDA	35	45	20	0
GEORGIA	7	0	0	0
HAWAII	14	0	0	0
IDAH0	-	-	-	-
ILLINOIS	57	15	21	145
INDIANA	0	0	0	1
IOWA	0	0	0	0
KANSAS	-	-	-	-
KENTUCKY	4	1	0	2
LOUISIANA	22	8	0	4
MAINE	-	-	-	-
MARYLAND	-	-	-	-
MASSACHUSETTS	28	135	135	0
MICHIGAN	-	-	-	-
MINNESOTA	17	17	0	0
MISSISSIPPI	3	0	0	0
MISSOURI	106	56	16	44
MONTANA	1	19	0	0
NEBRASKA	-	-	-	-
NEVADA	0	0	0	0
NEW HAMPSHIRE	5	0	0	7
NEW JERSEY	9	1	7	1
NEW MEXICO	23	0	29	144
NEW YORK	-	-	-	-
NORTH CAROLINA	9	11	2	7
NORTH DAKOTA	9	-	-	2
OHIO	13	3	3	70
OKLAHOMA	45	4	6	3
OREGON	7	2	1	0
PENNSYLVANIA	7	0	1	1
PUERTO RICO	36	9	3	46
RHODE ISLAND	5	-	0	-
SOUTH CAROLINA	10	57	46	31
SOUTH DAKOTA	4	0	0	0
TENNESSEE	1	0	0	0
TEXAS	34	6	3	34
UTAH	27	16	1	2
VERMONT	-	-	-	-
VIRGINIA	16	3	5	2
WASHINGTON	7	0	15	0
WEST VIRGINIA	0	0	0	0
WISCONSIN	19	5	3	-
WYOMING	0	1	1	5
AMERICAN SAMOA	2	0	0	0
GUAM	3	4	0	9
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. & INSULAR AREAS	907	450	327	571
50 STATES, D.C. & P.R.	902	446	327	571

THE TOTAL FOR ALL CONDITIONS WILL NOT EQUAL THE SUM OF THE DIFFERENT
HANDICAPPING CONDITIONS BECAUSE SOME STATES REPORTED ONLY TOTALS AND
DID NOT REPORT DATA BY HANDICAPPING CONDITION.

DATA AS OF OCTOBER 1, 1987.

(T7A186)

TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	62,636	25,931	135	65	1,385	25	437	621
ALASKA	4,696	4,299	2,872	336	18	15	6	18	21
ARIZONA	140	37,378	11,827	381	523	376	482	91	459
ARKANSAS	12,889	28,315	5,471	549	1,629	742	60	186	160
CALIFORNIA	186,972	146,210	17,259	-	3,789	-	-	554	-
COLORADO	18,913	24,646	5,245	1,339	448	333	369	211	338
CONNECTICUT	5,897	38,145	18,582	2,211	1,683	256	1,143	1,129	688
DELAWARE	2,785	5,563	2,631	1,928	12	60	47	154	288
DISTRICT OF COLUMBIA	1,345	1,189	2,821	1,659	368	40	212	43	0
FLORIDA	51,955	65,897	39,989	8,632	732	914	181	690	2,836
GEORGIA	947	66,252	23,168	1,935	9	710	49	0	190
HAWAII	4,873	4,492	3,184	175	25	62	39	34	46
IDaho	7,899	6,975	3,180	515	0	0	41	22	968
ILLINOIS	79,547	78,816	78,833	11,933	4,836	843	1,171	833	1,185
INDIANA	48,332	29,480	27,737	4,717	0	780	157	23	46
IOWA	14,284	22,440	18,825	-	98	535	-	-	304
KANSAS	15,636	13,573	8,585	1,889	315	981	129	308	349
KENTUCKY	28,785	37,815	11,224	2,911	93	890	124	43	741
LOUISIANA	27,880	17,831	23,385	4,913	457	1,917	155	182	868
MAINE	3,678	13,816	4,766	1,853	3,889	391	493	111	555
MARYLAND	35,825	18,885	21,826	10,433	1,282	920	339	324	477
MASSACHUSETTS	11,180	88,486	25,948	2,686	3,882	830	697	183	988
MICHIGAN	67,917	32,767	39,773	8,866	0	266	0	151	1,181
MINNESOTA	18,285	58,696	7,951	9,932	-	384	-	21	1,684
MISSISSIPPI	18,850	19,510	11,572	1,837	113	12	33	32	212
MISSOURI	2,737	73,419	21,233	2,553	2,293	414	-	316	584
MONTANA	9,137	2,924	2,729	120	0	197	8	65	238
NEBRASKA	5,215	22,110	2,357	13	7	231	252	122	173
NEVADA	3,845	6,785	2,239	1,147	1	7	5	66	98
NEW HAMPSHIRE	9,833	2,475	2,553	8	856	25	217	13	65
NEW JERSEY	71,118	34,734	47,498	5,488	8,844	1,467	137	428	661
NEW MEXICO	15,887	8,854	4,531	676	176	394	0	77	19
NEW YORK	27,177	95,478	113,293	28,383	13,629	1,510	5,299	2,847	1,241
NORTH CAROLINA	35,899	55,249	15,658	3,218	263	1,489	418	277	632
NORTH DAKOTA	8,359	976	1,781	151	33	172	34	18	118
OHIO	78,482	47,889	55,275	4,795	11,419	9,351	0	552	1,972
OKLAHOMA	22,981	37,291	8,753	866	47	1,889	189	1	342
OREGON	24,532	12,477	3,382	436	211	19	33	82	132
PENNSYLVANIA	67,436	56,881	57,924	7,559	6,218	772	1,339	543	1,838
PUERTO RICO	1,940	14,313	12,121	11,669	688	256	79	88	2,366
RHODE ISLAND	18,935	2,924	4,867	168	532	23	121	83	151
SOUTH CAROLINA	21,968	31,885	14,834	1,546	194	1,830	54	0	292
SOUTH DAKOTA	889	9,864	2,849	54	93	191	349	25	52
TENNESSEE	32,286	41,287	16,727	2,525	563	1,128	29	181	814
TEXAS	6,118	218,585	53,559	7,887	784	5,875	419	1,756	7,548
UTAH	15,186	18,563	5,562	1,579	67	589	2	2	524
VERMONT	5,484	3,218	1,485	66	88	4	194	0	382
VIRGINIA	32,455	38,482	28,425	2,988	456	1,325	481	362	481
WASHINGTON	31,813	17,818	16,169	1,873	1,175	716	14	251	66
WEST VIRGINIA	21,812	14,757	8,124	892	16	376	14	139	161
WISCONSIN	29,516	25,272	17,481	2,852	13	613	1	181	72
WYOMING	4,880	4,226	1,362	132	18	169	61	45	29
AMERICAN SAMOA	5	132	9	59	0	0	0	0	3
GUAM	406	375	859	168	0	4	1	0	7
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,177	2,484	487	45	3	4	242	-	4
U.S. & INSULAR AREAS	1,135,349	1,791,280	1,859,748	164,873	71,867	41,882	15,884	13,256	34,888
50 STATES, D.C. & P.R.	1,132,761	1,788,289	1,858,473	163,881	71,864	41,874	15,561	13,256	34,874

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS PERCENT								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0.00	68.71	28.45	0.15	0.07	1.43	0.03	0.48	0.68
ALASKA	48.69	37.42	18.09	2.92	0.16	0.13	0.05	0.16	0.18
ARIZONA	0.27	72.43	22.92	0.74	1.01	0.73	0.78	0.18	0.95
ARKANSAS	25.65	55.84	11.61	1.17	3.46	1.57	0.13	0.23	0.34
CALIFORNIA	28.92	38.90	31.12	—	1.01	—	—	0.15	—
COLORADO	23.13	58.98	19.08	2.84	0.95	0.71	0.66	0.45	0.70
CONNECTICUT	8.39	49.92	38.48	3.64	2.74	0.42	1.88	1.06	0.99
DELAWARE	19.87	43.11	19.33	14.16	0.69	0.44	0.35	1.13	1.53
DISTRICT OF COLUMBIA	19.83	16.82	39.91	14.98	5.09	0.57	3.09	0.61	0.00
FLORIDA	38.34	38.26	23.46	5.87	0.43	0.54	0.11	0.41	1.20
GEORGIA	1.02	71.84	24.84	2.87	0.01	0.76	0.05	0.00	0.20
HAWAII	37.92	34.96	24.16	1.36	0.19	0.48	0.30	0.26	0.36
IDAHO	37.75	37.99	16.96	2.74	0.00	0.00	0.22	0.12	5.14
ILLINOIS	29.52	32.14	29.64	4.99	2.82	0.35	0.49	0.35	0.49
INDIANA	38.66	28.57	23.88	4.57	0.00	0.68	0.15	0.02	0.04
IOWA	25.29	39.74	33.33	—	0.16	0.95	—	—	0.54
KANSAS	38.28	33.16	28.92	2.61	0.77	2.29	0.32	0.97	0.85
KENTUCKY	27.93	56.54	15.06	3.91	0.12	1.28	0.17	0.06	1.00
LOUISIANA	35.24	23.27	38.41	6.41	0.60	2.50	0.20	0.24	1.13
MAINE	13.19	49.57	17.16	3.78	10.98	1.49	1.77	0.40	1.99
MARYLAND	39.55	28.33	24.65	11.78	1.36	1.04	0.38	0.37	0.54
MASSACHUSETTS	8.23	65.70	19.28	2.08	2.68	0.82	0.52	0.06	0.67
MICHIGAN	45.77	21.84	26.51	5.38	0.00	0.18	0.00	0.10	0.73
MINNESOTA	12.62	62.69	9.83	12.28	—	0.47	—	0.83	2.06
MISSISSIPPI	36.45	38.13	22.61	2.83	0.22	0.82	0.06	0.06	0.41
MISSOURI	2.65	78.98	28.52	2.47	2.22	0.49	—	0.31	0.49
MONTANA	59.29	18.97	17.71	0.78	0.00	1.28	0.05	0.42	1.49
NEBRASKA	17.11	72.54	7.73	0.84	0.82	0.78	0.83	0.40	0.57
NEVADA	27.14	47.75	5.00	0.16	0.31	0.05	0.84	0.42	0.71
NEW HAMPSHIRE	61.28	15.43	15.91	0.85	5.33	0.16	1.35	0.06	0.41
NEW JERSEY	41.94	28.48	28.01	3.24	4.74	0.87	0.00	0.25	0.39
NEW MEXICO	52.84	27.27	15.34	2.29	0.60	1.33	0.00	0.26	0.06
NEW YORK	9.58	33.36	39.62	9.28	4.77	0.53	1.85	0.72	0.43
NORTH CAROLINA	31.82	48.94	13.86	2.85	0.23	1.32	0.37	0.25	0.56
NORTH DAKOTA	71.85	8.39	15.31	1.30	0.28	1.18	0.29	0.09	1.01
OHIO	35.07	23.41	27.53	2.39	5.69	4.66	0.00	0.27	0.98
OKLAHOMA	32.15	52.17	12.25	1.21	0.87	1.41	0.26	0.00	0.48
OREGON	59.39	38.21	6.19	1.06	0.07	0.05	0.00	0.20	0.32
PENNSYLVANIA	33.98	28.19	29.12	3.88	3.13	0.39	0.67	0.27	0.52
PUERTO RICO	4.46	32.89	27.85	26.81	1.58	0.59	0.18	0.28	5.44
RHODE ISLAND	55.24	14.77	24.59	0.81	2.69	0.12	0.61	0.42	0.76
SOUTH CAROLINA	31.38	44.26	20.00	7.28	0.28	1.47	0.00	0.00	0.42
SOUTH DAKOTA	6.49	72.76	15.11	0.48	0.69	1.41	2.57	0.18	0.38
TENNESSEE	33.85	43.28	17.54	2.65	0.59	1.18	0.83	0.11	0.85
TEXAS	2.89	71.93	18.38	2.39	0.24	1.73	0.14	0.60	2.58
UTAH	36.11	44.28	13.29	3.78	0.18	1.21	0.00	0.00	1.25
VERMONT	58.67	39.18	13.17	0.62	0.75	0.84	1.82	0.00	2.83
VIRGINIA	38.83	22.46	27.08	2.82	0.43	1.26	0.46	0.34	0.38
WASHINGTON	45.42	24.92	23.67	2.74	1.72	1.85	0.82	0.37	0.18
WEST VIRGINIA	48.19	32.44	17.86	1.96	0.84	0.83	0.83	0.31	0.35
WISCONSIN	39.33	33.66	23.19	2.73	0.82	0.82	0.00	0.13	0.18
WYOMING	39.83	42.06	13.56	1.31	0.18	1.68	0.61	0.45	0.29
AMERICAN SAMOA	2.48	63.46	4.33	28.37	0.00	0.00	0.00	0.00	1.44
GUAM	22.31	28.68	47.28	9.23	0.00	0.22	0.85	0.00	0.38
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	48.57	48.29	7.58	0.64	0.06	0.07	4.51	—	0.07
U.S. & INSULAR AREAS	26.24	41.48	24.49	3.79	1.64	0.97	0.37	0.31	0.79
50 STATES, D.C. & P.R.	26.23	41.48	24.51	3.79	1.65	0.97	0.36	0.31	0.79

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	LEARNING DISABILITY NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	26,587	1,181	0	0	0	0	45	0
ALASKA	2,656	3,192	974	43	0	0	1	9	4
ARIZONA	16	22,615	4,227	1	12	0	8	0	0
ARKANSAS	3,448	17,248	1,832	64	83	0	7	75	29
CALIFORNIA	5,979	141,377	63,791	—	671	—	—	368	—
COLORADO	2,898	16,837	1,639	47	39	2	14	22	16
CONNECTICUT	2,584	28,144	6,468	236	228	35	52	9	25
DELAWARE	1,387	3,713	1,216	533	5	0	2	2	12
DISTRICT OF COLUMBIA	9	1,069	1,686	153	187	0	5	15	0
FLORIDA	10,652	39,988	13,481	531	1	0	3	89	53
GEORGIA	279	28,427	2,512	2	2	0	1	0	12
HAWAII	2,452	3,925	1,016	0	2	3	0	15	0
IDAH0	4,798	4,266	28	183	0	0	0	0	0
ILLINOIS	4,512	65,464	27,178	1,812	169	12	18	14	22
INDIANA	687	25,318	7,736	59	0	0	1	0	2
IONA	219	17,444	3,392	—	0	1	—	—	26
KANSAS	3,796	10,882	1,514	26	18	0	0	8	14
KENTUCKY	2,113	17,715	1,963	250	0	0	1	31	57
LOUISIANA	7,668	13,888	11,328	1,827	87	57	11	55	94
MAINE	682	7,832	757	110	1,347	0	23	0	62
MARYLAND	14,118	13,955	14,236	1,595	54	10	4	199	63
MASSACHUSETTS	3,918	31,287	9,158	548	1,369	294	247	37	321
MICHIGAN	26,158	23,633	14,064	319	0	37	0	97	110
MINNESOTA	4,792	28,761	2,313	1,118	—	0	—	19	158
MISSISSIPPI	4,631	13,185	4,812	52	0	0	0	7	10
MISSOURI	546	36,758	4,868	0	538	35	—	210	9
MONTANA	4,475	2,386	886	3	0	0	0	8	1
NEBRASKA	2,179	9,838	986	0	4	0	0	55	0
NEVADA	1,215	5,685	835	1	0	0	0	46	4
NEW HAMPSHIRE	6,272	1,842	1,885	0	196	1	28	8	92
NEW JERSEY	9,730	30,117	30,825	332	1,253	2	14	21	1
NEW MEXICO	7,335	4,433	524	19	9	0	0	69	11
NEW YORK	919	78,648	58,811	5,471	586	1	154	708	92
NORTH CAROLINA	14,625	29,331	3,544	16	4	45	2	68	3
NORTH DAKOTA	4,379	539	133	13	1	3	1	0	23
OHIO	22,888	39,699	9,967	76	1,813	0	0	231	23
OKLAHOMA	6,911	18,484	1,485	69	9	38	19	0	38
OREGON	13,165	18,422	1,319	17	55	2	1	35	58
PENNSYLVANIA	14,226	37,279	22,978	534	1,178	39	88	114	25
PUERTO RICO	320	4,788	636	581	11	8	1	0	10
RHODE ISLAND	7,554	2,581	3,194	32	63	0	10	0	0
SOUTH CAROLINA	1,857	17,931	3,549	95	0	0	4	0	0
SOUTH DAKOTA	445	4,261	193	4	1	2	2	1	1
TENNESSEE	5,571	31,572	6,068	164	23	0	3	53	31
TEXAS	2,961	128,380	19,772	967	8	118	3	1,381	143
UTAH	5,667	8,179	1,064	14	4	0	0	0	35
VERMONT	1,835	2,218	25	4	7	0	23	0	16
VIRGINIA	6,548	25,441	12,239	489	111	18	41	61	22
WASHINGTON	18,838	12,843	4,327	328	42	0	2	126	12
WEST VIRGINIA	5,849	18,158	1,944	0	0	0	1	58	12
WISCONSIN	18,287	11,655	7,798	39	1	0	0	19	0
WYOMING	1,599	2,998	551	8	0	2	5	2	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	180	171	383	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	678	2,884	71	27	0	0	4	—	0
U.S. & INSULAR AREAS	286,434	1,158,827	394,482	17,374	10,893	758	881	4,250	1,731
50 STATES, D.C. & P.R.	285,576	1,155,772	394,828	17,347	10,893	758	797	4,250	1,731

DATA AS OF OCTOBER 1, 1987.

(74A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1965-1966

STATE	LEARNING DISABLED PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMESCHOOL HOSPITAL EN- VIRONMENT
ALABAMA	0.00	95.59	4.25	0.00	0.00	0.00	0.00	0.16	0.00
ALASKA	38.81	16.40	14.18	0.63	0.00	0.00	0.01	0.13	0.00
ARIZONA	9.06	84.14	15.73	0.00	0.04	0.00	0.83	0.00	0.00
ARKANSAS	15.09	78.44	4.70	0.29	0.38	0.00	0.63	0.34	0.13
CALIFORNIA	2.82	66.65	30.87	—	0.32	—	—	0.15	—
COLORADO	13.44	78.29	7.62	0.22	0.16	0.01	0.67	0.10	0.07
CONNECTICUT	6.43	67.63	21.78	0.79	0.76	0.12	0.16	0.63	0.00
DELAWARE	19.25	54.66	17.91	7.85	0.07	0.00	0.63	0.83	0.18
DISTRICT OF COLUMBIA	0.30	35.12	55.30	5.63	3.52	0.00	0.16	0.49	0.00
FLORIDA	18.48	61.79	20.71	0.82	0.09	0.00	0.00	0.14	0.00
GEORGIA	1.20	67.91	10.61	0.01	0.01	0.00	0.01	0.06	0.05
HAWAII	33.08	52.95	13.71	0.00	0.83	0.04	0.00	0.20	0.00
IDaho	52.15	48.43	0.22	1.12	0.00	0.00	0.00	0.07	0.00
ILLINOIS	4.59	66.54	27.62	1.03	0.17	0.02	0.01	0.01	0.02
INDIANA	2.83	74.90	22.80	0.17	0.00	0.00	0.00	0.00	0.01
IOHA	1.01	80.48	16.42	—	0.00	0.00	—	—	0.00
KANSAS	23.48	66.00	9.36	0.16	0.00	0.00	0.00	0.05	0.00
KENTUCKY	9.45	80.05	6.67	1.13	0.00	0.00	0.00	0.14	0.26
LOUISIANA	22.95	39.18	3.89	3.07	0.00	0.17	0.03	0.16	0.26
MAINE	8.81	70.21	7.56	1.10	13.45	0.00	0.26	0.00	0.02
MARYLAND	31.98	31.61	32.25	3.41	0.12	0.02	0.01	0.45	0.14
MASSACHUSETTS	8.25	65.70	19.28	2.00	2.86	0.02	0.52	0.06	0.00
MICHIGAN	40.95	36.15	22.62	0.50	0.00	0.00	0.00	0.15	0.17
MINNESOTA	12.90	77.41	6.23	3.01	—	0.00	—	0.05	0.48
MISSISSIPPI	21.23	60.07	18.30	0.24	0.00	0.00	0.00	0.03	0.05
MISSOURI	1.27	85.55	11.33	0.00	1.25	0.00	—	0.49	0.02
MONTANA	56.80	30.35	10.81	0.84	0.00	0.00	0.00	0.11	0.01
NEBRASKA	17.80	74.19	7.44	0.00	0.83	0.00	0.00	0.45	0.00
NEVADA	15.61	73.05	10.73	0.01	0.00	0.00	0.00	0.59	0.00
NEW HAMPSHIRE	66.53	19.54	11.51	0.00	2.08	0.01	0.30	0.00	0.04
NEW JERSEY	13.58	42.83	41.90	0.48	1.75	0.00	0.02	0.12	0.13
NEW MEXICO	50.43	35.92	4.25	0.15	0.07	0.00	0.00	0.17	0.01
NEW YORK	0.64	54.85	39.62	3.82	0.41	0.00	0.11	0.49	0.00
NORTH CAROLINA	30.70	61.57	7.44	0.83	0.01	0.00	0.00	0.13	0.02
NORTH DAKOTA	86.34	10.63	2.62	0.20	0.02	0.00	0.02	0.00	0.00
OHIO	30.63	53.15	13.34	0.10	2.43	0.00	0.00	0.31	0.03
OKLAHOMA	25.57	68.38	5.49	0.20	0.83	0.11	0.07	0.00	0.09
OREGON	52.55	41.60	5.26	0.07	0.22	0.01	0.00	0.14	0.15
PENNSYLVANIA	18.60	46.74	30.85	0.70	1.53	0.05	0.12	0.15	0.07
PUERTO RICO	5.15	75.64	10.24	0.07	0.16	0.10	0.02	0.00	0.40
RHODE ISLAND	56.52	18.71	23.90	0.24	0.47	0.00	0.07	0.00	0.07
SOUTH CAROLINA	7.52	76.51	15.14	0.41	0.00	0.00	0.02	0.00	0.00
SOUTH DAKOTA	9.06	86.78	3.93	0.00	0.02	0.34	0.04	0.02	0.00
TENNESSEE	12.81	72.62	13.94	0.30	0.05	0.00	0.01	0.12	0.07
TEXAS	1.93	83.54	12.67	0.64	0.01	0.00	0.00	0.05	0.09
UTAH	37.67	54.66	7.11	0.09	0.83	0.00	0.00	0.00	0.23
VERMONT	44.45	53.73	0.61	0.10	0.17	0.00	0.56	0.00	0.39
VIRGINIA	14.55	56.56	27.22	1.00	0.25	0.04	0.00	0.14	0.05
WASHINGTON	47.56	30.10	12.84	0.95	0.12	0.00	0.01	0.37	0.04
WEST VIRGINIA	32.48	56.37	10.80	0.00	0.00	0.00	0.01	0.28	0.07
WISCONSIN	34.35	39.23	26.22	0.13	0.00	0.00	0.00	0.00	0.00
WYOMING	31.00	57.97	10.68	0.16	0.00	0.04	0.10	0.04	0.02
AMERICAN SAMOA	—	—	—	—	—	—	—	—	—
GUAM	24.52	23.30	52.18	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	23.67	72.77	2.48	0.94	0.00	0.00	0.1	—	0.00
U.S. & INSULAR AREAS	15.29	61.00	21.05	0.93	0.54	0.04	0.04	0.23	0.09
50 STATES, D.C. & P.R.	15.27	61.79	21.07	0.93	0.54	0.04	0.04	0.23	0.09

DATA AS OF OCTOBER 1, 1967.

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	SPEECH IMPAIRED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	19,477	125	0	0	0	0	1	0
ALASKA	1,846	698	323	295	18	0	0	1	0
ARIZONA	52	10,649	636	13	81	0	0	0	0
ARKANSAS	7,273	1,584	113	36	14	0	0	0	3
CALIFORNIA	88,487	1,622	5,223	-	181	-	-	168	-
COLORADO	5,498	1,829	452	182	71	0	0	0	9
CONNECTICUT	1,118	5,289	3,981	52	85	5	7	2	8
DELAWARE	853	589	86	6	0	0	0	0	1
DISTRICT OF COLUMBIA	1,318	2	152	51	3	0	0	0	0
FLORIDA	39,883	14,379	734	43	24	0	0	3	39
GEORGIA	196	21,256	154	0	0	0	0	0	0
HAWAII	2,189	19	183	0	0	0	0	0	2
IDAHO	1,858	1,627	574	14	0	0	0	0	1
ILLINOIS	63,532	1,988	4,489	735	24	6	12	4	11
INDIANA	39,277	0	0	344	0	36	0	23	0
IOWA	13,811	78	581	-	0	0	-	-	37
KANSAS	18,723	8,447	283	172	137	0	0	0	123
KENTUCKY	18,998	8,437	388	323	2	0	9	2	3
LOUISIANA	17,448	1,711	2,828	288	12	21	0	4	63
MAINE	2,782	1,933	719	184	1,857	0	0	0	122
MARYLAND	19,143	2,157	3,189	689	185	4	2	7	49
MASSACHUSETTS	2,553	28,333	5,987	618	893	191	168	24	289
MICHIGAN	33,875	249	8,582	448	0	0	0	0	367
MINNESOTA	3,391	12,587	678	1,716	-	0	-	2	0
MISSISSIPPI	13,589	2,283	745	328	76	0	2	0	2
MISSOURI	451	28,552	1,381	0	487	2	-	2	22
MONTANA	4,828	98	415	2	0	0	0	3	11
NEBRASKA	1,584	8,793	728	0	0	0	0	0	0
NEVADA	2,531	194	332	188	0	0	0	0	0
NEW HAMPSHIRE	1,853	278	726	0	87	0	9	0	49
NEW JERSEY	58,888	438	1,464	56	431	0	1	18	2
NEW MEXICO	6,486	1,787	835	383	44	0	0	6	0
NEW YORK	22,263	3,818	8,787	1,112	2,878	8	2	30	1
NORTH CAROLINA	18,658	10,588	285	59	15	0	0	43	38
NORTH DAKOTA	3,551	56	278	41	4	1	1	0	25
OHIO	45,883	0	0	0	9,388	0	0	43	0
OKLAHOMA	14,257	12,481	343	131	4	1	0	0	32
OREGON	9,877	636	353	58	53	0	0	2	11
PENNSYLVANIA	49,438	7,845	717	289	0	0	0	7	542
PUERTO RICO	632	374	294	367	41	7	0	0	21
RHODE ISLAND	3,884	98	116	0	6	0	0	0	0
SOUTH CAROLINA	17,657	1,875	116	0	0	0	0	0	0
SOUTH DAKOTA	383	4,223	774	0	0	0	0	0	3
TENNESSEE	24,898	2,831	584	93	14	0	0	12	23
TEXAS	1,564	61,883	2,545	448	18	442	0	5	21
UTAH	4,949	3,381	85	6	12	0	0	0	58
VERMONT	2,881	188	178	6	39	0	23	0	228
VIRGINIA	19,953	8,388	293	378	3	1	0	3	14
WASHINGTON	12,186	589	1,882	0	132	1	0	0	0
WEST VIRGINIA	13,477	226	144	25	6	0	0	0	58
WISCONSIN	18,514	1,365	582	88	0	0	0	0	0
WYOMING	2,882	518	118	24	0	0	1	0	1
AMERICAN SAMOA	2	37	0	1	0	0	0	0	0
GUAM	112	71	14	0	0	0	0	0	9
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,377	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	741,878	285,943	62,158	9,746	18,359	726	228	415	2,283
58 STATES, D.C. & P.R.	748,179	285,835	62,136	9,739	18,359	726	228	415	2,283

DATA AS OF OCTOBER 1, 1987.

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TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1965-1966

STATE	SPEECH IMPAIRED PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0.00	99.36	0.64	0.00	0.00	0.00	0.00	0.01	0.00
ALASKA	59.72	22.56	10.45	6.63	0.58	0.00	0.00	0.03	0.00
ARIZONA	0.45	93.16	5.56	0.11	0.71	0.00	0.00	0.00	0.00
ARKANSAS	61.33	16.82	1.26	0.40	0.16	0.00	0.00	0.00	0.03
CALIFORNIA	92.55	1.70	5.47	-	0.11	-	-	0.18	-
COLORADO	68.51	22.83	5.64	2.92	0.89	0.00	0.00	0.00	0.11
CONNECTICUT	10.66	50.57	37.28	0.50	0.61	0.05	0.07	0.02	0.08
DELAWARE	58.83	34.78	6.00	0.41	0.00	0.00	0.00	0.00	0.07
DISTRICT OF COLUMBIA	86.24	0.13	9.96	3.34	0.33	0.00	0.00	0.00	0.00
FLORIDA	71.87	26.48	1.35	0.00	0.04	0.00	0.00	0.01	0.07
GEORGIA	0.06	96.43	0.71	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	91.48	0.00	7.71	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	45.61	39.94	14.00	0.34	0.00	0.00	0.00	0.00	0.02
ILLINOIS	89.73	2.61	6.34	1.04	0.83	0.01	0.02	0.01	0.02
INDIANA	96.96	0.00	0.00	0.67	0.00	0.00	0.00	0.00	0.00
IOWA	95.48	0.57	3.66	-	0.00	0.00	-	-	0.27
KANSAS	90.83	3.79	1.72	1.46	1.16	0.00	0.00	0.00	1.04
KENTUCKY	65.31	32.63	1.36	1.24	0.01	0.00	0.00	0.01	0.01
LOUISIANA	61.21	7.96	9.40	0.96	0.06	0.10	0.00	0.02	0.29
MAINE	41.42	28.78	10.70	1.55	15.74	0.00	0.00	0.00	1.82
MARYLAND	75.53	6.51	12.27	2.72	0.73	0.02	0.01	0.03	0.19
MASSACHUSETTS	6.25	65.70	19.28	2.00	2.69	0.62	0.52	0.00	0.68
MICHIGAN	77.57	0.58	19.94	1.85	0.00	0.00	0.00	0.00	0.56
MINNESOTA	16.45	68.47	3.69	9.33	-	0.00	-	0.01	0.65
MISSISSIPPI	79.72	13.47	4.40	1.94	0.45	0.00	0.01	0.00	0.01
MISSOURI	1.57	92.40	4.53	6.00	1.42	0.01	-	0.01	0.08
MONTANA	88.39	2.15	9.11	0.64	0.00	0.00	0.00	0.07	0.24
NEBRASKA	17.48	74.61	6.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	80.17	6.15	10.52	3.17	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	61.73	9.26	24.16	0.00	2.90	0.00	0.30	0.00	1.63
NEW JERSEY	96.63	0.71	2.42	0.69	0.71	0.00	0.00	0.03	0.00
NEW MEXICO	68.14	16.16	9.53	3.22	0.47	0.00	0.00	0.06	0.00
NEW YORK	61.71	6.36	18.76	3.86	7.96	0.62	0.01	0.06	0.00
NORTH CAROLINA	59.48	39.21	0.76	0.22	0.06	0.00	0.00	0.16	0.11
NORTH DAKOTA	89.79	1.42	6.96	1.84	0.10	0.63	0.63	0.00	0.63
OHIO	82.69	0.00	0.00	0.00	17.23	0.00	0.00	0.00	0.00
OKLAHOMA	52.32	45.80	1.26	0.48	0.01	0.00	0.00	0.00	0.12
OREGON	89.94	5.79	3.21	0.46	0.48	0.00	0.00	0.02	0.10
PENNSYLVANIA	85.30	12.16	1.24	0.36	0.00	0.00	0.00	0.01	0.94
PUERTO RICO	36.41	21.54	16.94	21.14	2.36	0.40	0.00	0.00	1.21
RHODE ISLAND	93.41	2.80	3.61	0.00	0.19	0.00	0.00	0.00	0.00
SOUTH CAROLINA	89.67	9.54	0.59	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	5.71	79.63	14.60	0.00	0.00	0.00	0.00	0.00	0.06
TENNESSEE	90.63	7.34	2.11	0.34	0.05	0.00	0.00	0.04	0.08
TEXAS	2.34	92.48	3.80	0.66	0.01	0.66	0.00	0.01	0.03
UTAH	58.84	39.25	1.01	0.07	0.14	0.00	0.00	0.00	0.69
VERMONT	80.56	5.24	5.27	0.19	1.21	0.00	0.71	0.00	6.82
VIRGINIA	68.76	28.88	1.01	1.28	0.01	0.00	0.00	0.01	0.05
WASHINGTON	82.30	4.00	12.79	0.00	0.90	0.01	0.00	0.00	0.00
WEST VIRGINIA	96.71	1.62	1.83	0.16	0.04	0.00	0.00	0.00	0.42
WISCONSIN	89.45	7.39	2.72	0.43	0.00	0.00	0.00	0.00	0.00
WYOMING	75.15	19.44	4.43	0.90	0.00	0.00	0.04	0.00	0.04
AMERICAN SAMOA	5.00	92.50	0.00	2.50	0.00	0.00	0.00	0.00	0.00
GUAM	96.85	36.04	7.11	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
B.L. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	-	0.00
U.S. & INSULAR AREAS	66.25	25.54	5.55	0.67	1.46	0.06	0.02	0.04	0.20
50 STATES, D.C. & P.R.	66.22	25.57	5.56	0.67	1.46	0.06	0.02	0.04	0.20

DATA AS OF OCTOBER 1, 1967.

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	MENTALLY RETARDED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	10,868	21,932	22	0	189	0	132	0
ALASKA	32	132	296	16	0	0	0	0	1
ARIZONA	0	1,196	4,180	56	191	1	4	1	9
ARKANSAS	1,002	6,829	3,759	294	1,234	402	6	31	27
CALIFORNIA	783	547	24,678	-	278	-	-	18	-
COLORADO	55	770	3,066	273	130	87	5	4	7
CONNECTICUT	269	368	2,784	614	128	105	73	15	33
DELAWARE	60	435	424	506	1	1	7	1	13
DISTRICT OF COLUMBIA	15	99	615	416	173	10	34	21	0
FLORIDA	206	1,591	15,111	6,121	561	121	50	305	190
GEORGIA	26	6,781	10,306	486	7	418	23	0	31
HAWAII	17	291	1,017	46	15	42	0	2	10
IDAHO	85	740	1,965	287	0	0	0	5	74
ILLINOIS	155	1,992	20,977	3,667	1,062	35	376	9	16
INDIANA	14	2,484	16,751	2,962	0	10	64	0	21
IOWA	41	2,593	9,257	-	28	139	-	-	50
KANSAS	202	638	4,738	346	46	93	0	4	14
KENTUCKY	991	9,927	7,097	1,691	6	168	7	3	169
LOUISIANA	722	1,391	6,152	2,544	208	725	5	51	169
MAINE	0	2,677	1,292	213	351	114	22	0	2
MARYLAND	225	845	2,323	3,529	153	78	46	19	22
MASSACHUSETTS	2,353	18,742	5,581	569	623	178	146	22	192
MICHIGAN	568	2,721	6,426	4,140	0	9	0	18	136
MINNESOTA	190	4,066	3,497	4,382	-	105	-	0	194
MISSISSIPPI	352	3,787	6,192	534	17	2	10	24	85
MISSOURI	36	4,785	10,570	2,196	348	193	-	48	35
MONTANA	119	246	899	52	0	9	0	2	86
NEBRASKA	789	3,488	364	13	1	56	203	15	0
NEVADA	15	205	346	359	0	0	1	0	1
NEW HAMPSHIRE	477	94	206	0	197	3	29	0	2
NEW JERSEY	90	305	5,375	1,313	883	645	28	21	14
NEW MEXICO	102	964	1,067	185	50	81	0	5	2
NEW YORK	80	2,076	17,101	6,248	1,957	434	368	108	66
NORTH CAROLINA	1,534	11,509	6,257	2,000	174	121	76	45	39
NORTH DAKOTA	70	263	1,230	66	12	66	4	1	31
OHIO	823	6,354	35,726	396	147	6,925	0	237	64
OKLAHOMA	965	5,256	5,063	321	3	539	1	1	33
OREGON	167	623	891	124	9	1	1	0	6
PENNSYLVANIA	612	6,793	25,493	4,331	1,784	321	259	64	186
PUERTO RICO	301	6,200	6,851	4,597	336	14	51	25	330
RHODE ISLAND	15	63	922	2	213	23	16	2	9
SOUTH CAROLINA	1,436	7,526	7,510	1,064	169	545	3	0	72
SOUTH DAKOTA	25	676	573	6	29	49	62	1	2
TENNESSEE	321	5,642	6,011	797	297	297	8	14	26
TEXAS	35	6,264	16,546	2,617	255	2,007	152	275	128
UTAH	145	710	2,146	365	0	214	0	0	46
VERMONT	526	540	1,624	2	6	0	22	0	41
VIRGINIA	255	2,692	10,667	1,232	46	269	39	38	46
WASHINGTON	706	1,377	5,482	830	224	114	0	62	3
WEST VIRGINIA	737	3,550	4,972	705	2	107	0	39	24
WISCONSIN	362	3,622	6,491	1,242	4	281	0	9	3
WYOMING	9	184	287	51	7	96	10	2	0
AMERICAN SAMOA	1	95	0	42	0	0	0	0	0
GUAM	76	109	390	86	0	0	1	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	184	174	6	1	0	96	-	0
U.S. & INSULAR AREAS	19,242	167,167	368,910	66,862	12,553	18,378	2,332	1,001	2,691
50 STATES, D.C. & P.R.	19,146	166,799	368,346	66,746	12,552	18,378	2,235	1,001	2,691

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	MENTALLY RETARDED PERCENT								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0.00	32.87	66.33	0.07	0.00	0.33	0.00	0.40	0.00
ALASKA	6.68	27.56	61.00	3.76	0.00	0.00	0.00	0.00	0.21
ARIZONA	0.00	21.57	73.83	1.84	3.44	0.02	0.07	0.02	0.00
ARKANSAS	7.38	50.27	27.67	2.16	9.06	2.96	0.04	0.23	0.20
CALIFORNIA	2.68	2.00	94.11	-	1.06	-	-	0.06	-
COLORADO	1.25	17.51	69.73	6.21	2.96	1.08	0.11	0.09	0.16
CONNECTICUT	6.48	8.52	62.59	14.21	2.96	2.43	1.09	0.35	0.76
DELAWARE	3.90	28.28	27.57	38.75	0.07	0.07	0.46	0.07	0.85
DISTRICT OF COLUMBIA	1.06	7.15	44.46	36.18	12.49	0.72	2.45	1.52	0.00
FLORIDA	1.17	6.52	61.94	25.89	2.30	0.50	0.20	1.50	0.78
GEORGIA	0.14	37.51	57.01	2.70	0.84	2.30	0.13	0.09	0.17
HAWAII	1.18	20.21	70.62	3.19	1.84	2.92	0.00	0.14	0.69
IDAHO	2.69	23.45	62.26	9.09	0.00	0.00	0.00	0.16	2.34
ILLINOIS	0.54	6.99	73.58	13.56	3.00	0.12	1.32	0.83	0.06
INDIANA	0.06	11.13	75.83	13.36	0.00	0.04	0.20	0.00	0.09
IOWA	0.34	21.42	76.45	-	0.23	1.15	-	-	0.41
KANSAS	3.32	10.49	77.89	5.72	0.76	1.53	0.00	0.07	0.23
KENTUCKY	5.19	51.11	36.54	5.62	0.84	0.97	0.04	0.02	0.56
LOUISIANA	6.63	11.62	51.41	21.26	1.74	6.06	0.04	0.43	1.41
MAINE	0.00	57.31	27.66	4.56	7.51	2.44	0.47	0.00	0.84
MARYLAND	3.09	11.60	31.88	48.43	2.72	1.07	0.66	0.26	0.30
MASSACHUSETTS	8.25	65.70	19.28	1.99	2.89	0.62	0.52	0.06	0.67
MICHIGAN	3.67	16.96	52.53	25.81	0.00	0.06	0.00	0.11	0.06
MINNESOTA	1.54	32.37	28.26	35.41	-	0.85	-	0.00	1.57
MISSISSIPPI	3.20	34.42	56.28	4.85	0.15	0.02	0.09	0.22	0.77
MISSOURI	0.20	26.29	58.07	12.06	1.91	1.06	-	0.22	0.19
MONTANA	8.42	17.41	63.62	3.68	0.00	0.64	0.00	0.14	0.09
NEBRASKA	16.01	70.76	7.38	0.26	0.02	1.14	4.12	0.30	0.00
NEVADA	1.52	26.85	35.06	36.57	0.00	0.00	0.10	0.00	0.10
NEW HAMPSHIRE	43.84	6.64	28.29	0.00	18.11	0.28	2.67	0.00	4.16
NEW JERSEY	1.05	3.55	62.54	15.28	9.34	7.51	0.33	0.24	0.16
NEW MEXICO	4.12	38.93	43.90	7.47	2.02	3.27	0.00	0.20	0.06
NEW YORK	0.26	6.81	56.09	27.05	6.42	1.42	1.21	0.52	0.22
NORTH CAROLINA	0.44	48.33	34.67	8.05	0.73	0.51	0.32	0.19	0.16
NORTH DAKOTA	4.02	15.09	70.57	3.79	0.69	3.79	0.23	0.06	1.78
OHIO	1.56	12.06	67.83	0.75	0.28	16.94	0.00	0.45	0.12
OKLAHOMA	7.92	43.15	41.56	2.64	0.02	4.42	0.01	0.01	0.27
OREGON	9.17	34.19	48.90	6.81	0.49	0.05	0.05	0.00	0.33
PENNSYLVANIA	1.54	17.05	63.99	10.87	4.48	0.81	0.65	0.16	0.45
PUERTO RICO	1.32	36.34	38.85	20.18	1.47	0.06	0.22	0.11	1.45
RHODE ISLAND	1.19	4.90	72.89	0.16	16.84	1.62	1.26	0.16	0.71
SOUTH CAROLINA	7.84	41.07	40.98	5.81	0.92	2.97	0.02	0.00	0.39
SOUTH DAKOTA	1.52	53.25	34.83	6.49	1.76	2.96	4.96	0.06	0.12
TENNESSEE	2.06	1.61	51.98	5.17	1.93	1.93	0.05	0.09	0.17
TEXAS	0.12	22.00	58.10	9.89	0.90	7.05	0.53	0.97	0.45
UTAH	4.06	19.90	60.15	6.55	0.00	0.00	0.00	0.00	1.35
VERMONT	24.34	24.99	47.39	0.89	0.28	0.00	1.02	0.00	1.90
VIRGINIA	1.67	17.61	69.76	8.06	0.30	1.76	0.26	0.25	0.31
WASHINGTON	0.02	15.65	62.31	9.43	2.55	1.36	0.00	0.70	0.03
WEST VIRGINIA	7.27	35.02	49.05	6.96	0.02	1.00	0.00	0.38	0.24
WISCONSIN	3.01	30.15	54.03	10.34	0.03	2.34	0.00	0.07	0.02
WYOMING	1.39	20.48	44.43	7.89	1.06	14.06	1.55	0.31	0.00
AMERICAN SAMOA	0.72	68.84	0.00	30.43	0.00	0.00	0.00	0.00	0.00
GUAM	11.75	16.42	58.73	12.95	0.00	0.00	0.15	0.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3.71	35.81	37.99	1.31	0.22	0.00	20.96	-	0.00
U.S. & INSULAR AREAS	2.02	25.33	55.90	10.13	1.90	2.78	0.35	0.27	0.41
50 STATES, D.C. & P.R.	2.91	25.32	55.92	10.13	1.91	2.79	0.34	0.27	0.41

DATA AS OF OCTOBER 1, 1987.

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	EMOTIONALLY DISTURBED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	4,143	1,210	94	61	125	25	256	184
ALASKA	34	100	133	22	0	15	5	8	12
ARIZONA	0	1,940	1,894	1	49	0	371	90	0
ARKANSAS	42	189	220	15	20	8	24	1	15
CALIFORNIA	397	473	6,082	-	2,292	-	-	28	-
COLORADO	1,651	3,551	2,289	146	37	21	274	181	248
CONNECTICUT	845	3,561	4,167	964	834	99	826	1,089	484
DELAWARE	355	1,100	536	381	5	47	23	136	165
DISTRICT OF COLUMBIA	0	18	287	229	74	14	163	7	0
FLORIDA	1,115	7,755	7,332	1,470	64	150	100	170	113
GEORGIA	119	10,894	3,553	443	0	294	0	0	11
HAWAII	71	124	250	0	2	11	30	17	20
IDaho	80	148	248	32	0	0	41	0	13
ILLINOIS	1,299	6,274	13,316	3,063	2,417	543	317	799	59
INDIANA	112	1,073	1,929	319	0	152	34	0	17
IONA	244	2,013	3,594	-	36	137	-	-	55
KANSAS	440	1,418	1,568	292	33	279	101	306	6
KENTUCKY	29	1,830	792	432	20	256	104	2	0
LOUISIANA	367	699	2,020	373	35	297	93	70	69
MAINE	0	1,494	1,308	481	19	176	407	111	63
MARYLAND	317	374	1,144	1,273	366	218	151	87	262
MASSACHUSETTS	1,321	12,112	3,554	368	533	113	96	14	69
MICHIGAN	5,789	5,442	6,011	2,392	0	220	0	36	124
MINNESOTA	659	3,001	1,174	1,062	-	72	-	0	45
MISSISSIPPI	29	116	161	7	4	0	17	0	1,106
MISSOURI	116	4,428	3,097	61	533	0	0	14	5
MONTANA	226	140	178	0	0	54	3	63	45
NEBRASKA	363	1,574	165	0	0	0	49	52	9
NEVADA	52	506	223	179	0	5	2	42	173
NEW HAMPSHIRE	686	153	227	3	211	17	184	13	0
NEW JERSEY	667	2,557	5,279	1,007	3,422	326	25	225	3
NEW MEXICO	965	633	1,245	31	50	69	0	40	268
NEW YORK	787	8,834	22,487	0,710	2,317	847	3,685	1,059	1
NORTH CAROLINA	1,494	2,475	2,224	484	19	311	90	110	893
NORTH DAKOTA	210	82	62	10	3	11	16	9	233
OHIO	317	412	3,170	3,161	16	188	0	41	2
OKLAHOMA	127	245	642	64	11	95	155	0	214
OREGON	621	573	607	69	75	13	31	42	27
PENNSYLVANIA	908	4,096	7,426	1,669	2,468	301	469	351	32
PUERTO RICO	112	230	647	220	10	2	0	10	142
RHODE ISLAND	236	172	496	2	160	0	75	61	60
SOUTH CAROLINA	274	3,238	2,015	109	1	62	45	0	18
SOUTH DAKOTA	47	236	84	4	22	22	138	12	33
TENNESSEE	204	700	1,006	136	22	260	14	22	11
TEXAS	506	8,669	7,091	1,083	51	170	113	150	34
UTAH	4,056	5,229	1,420	323	46	171	1	2	3,156
VERMONT	196	175	14	54	12	0	33	0	215
VIRGINIA	683	1,455	3,610	309	273	312	338	193	5
WASHINGTON	918	733	1,672	249	64	84	10	63	172
WEST VIRGINIA	515	600	715	71	0	32	5	50	10
WISCONSIN	1,571	7,356	1,617	390	6	75	1	73	10
WYOMING	161	155	281	17	6	23	36	34	14
AMERICAN SAMOA	0	0	0	1	0	0	0	0	4
GUAM	4	5	25	3	0	4	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	20	88	82	0	0	1	61	-	1
U.S. & INSULAR AREAS	32,740	125,044	132,790	32,506	16,092	6,711	6,730	6,219	6,618
50 STATES, D.C. & P.R.	32,716	124,951	132,683	32,504	16,092	6,706	6,649	6,219	6,617

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TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	EMOTIONALLY DISTURBED PERCENT								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0.00	68.84	28.11	1.56	1.81	2.68	0.42	4.25	1.73
ALASKA	10.15	31.84	39.70	6.37	0.00	4.48	1.49	2.39	3.58
ARIZONA	0.00	44.74	43.60	0.02	0.92	0.00	0.56	2.08	0.00
ARKANSAS	7.87	35.39	41.20	2.81	3.75	1.50	4.49	0.19	2.81
CALIFORNIA	4.32	5.15	65.30	-	24.93	-	-	0.30	-
COLORADO	19.06	42.28	27.26	1.74	0.44	0.25	3.26	2.16	2.95
CONNECTICUT	6.67	28.11	32.89	6.82	0.58	0.78	0.52	8.44	3.19
DELAWARE	13.58	42.31	28.58	11.51	0.19	1.00	0.88	5.20	4.02
DISTRICT OF COLUMBIA	0.00	2.27	36.24	28.91	9.34	1.77	28.56	0.88	0.00
FLORIDA	6.11	42.47	48.16	6.05	0.35	0.87	0.55	0.53	0.51
GEORGIA	0.78	78.97	23.34	2.91	0.00	1.53	0.00	0.00	0.07
HAWAII	12.93	22.59	47.18	0.00	0.36	2.00	7.10	3.18	4.74
IDAH0	14.23	28.33	44.13	5.69	0.00	0.00	7.38	0.00	2.31
ILLINOIS	4.28	21.77	46.21	13.47	0.39	1.88	1.10	2.77	0.20
INDIANA	3.08	29.51	53.05	8.77	0.00	4.18	0.94	0.00	0.47
IOWA	4.81	33.11	59.12	-	0.59	2.25	-	-	0.90
KANSAS	8.92	31.62	34.96	8.51	0.74	0.22	2.25	8.61	0.18
KENTUCKY	1.06	37.86	28.87	15.75	0.73	9.33	3.79	0.07	2.52
LOUISIANA	9.14	17.49	58.29	9.29	0.87	7.39	2.32	1.74	1.57
MAINE	0.00	35.09	38.72	11.50	0.45	4.13	9.56	2.61	8.15
MARYLAND	7.93	9.35	28.61	31.83	9.15	5.45	3.78	2.18	1.73
MASSACHUSETTS	8.25	65.70	19.28	2.00	2.69	3.61	0.52	0.00	0.67
MICHIGAN	28.97	27.33	38.18	12.61	0.00	1.10	0.00	0.18	0.23
MINNESOTA	9.58	41.94	12.95	21.65	0.79	0.00	5.01	0.00	13.89
MISSISSIPPI	8.55	34.22	47.49	2.06	1.18	0.00	-	0.78	1.47
MISSOURI	1.30	93.07	37.12	0.73	0.39	0.00	-	0.78	0.54
MONTANA	34.14	21.15	28.09	0.00	0.00	0.00	0.45	7.65	1.36
NEBRASKA	15.34	66.53	6.97	0.00	0.00	0.00	2.07	1.78	7.31
NEVADA	5.38	51.56	22.73	18.25	0.00	0.51	0.29	1.43	0.00
NEW HAMPSHIRE	48.48	18.78	16.00	8.21	14.87	1.82	7.33	0.92	0.21
NEW JERSEY	4.57	17.32	36.17	12.58	23.44	2.23	0.17	1.54	1.97
NEW MEXICO	31.81	28.86	41.83	1.62	1.05	2.27	0.00	1.32	0.03
NEW YORK	1.09	17.23	46.24	14.39	4.97	1.82	7.99	2.27	1.49
NORTH CAROLINA	20.38	33.63	38.22	5.49	0.28	4.23	1.22	1.49	3.17
NORTH DAKOTA	51.85	28.25	15.31	2.47	0.24	2.72	3.95	2.22	0.49
OHIO	4.22	5.46	42.16	42.84	0.21	2.50	0.00	0.55	2.85
OKLAHOMA	9.38	17.94	47.00	4.69	0.81	6.95	11.35	0.00	1.98
OREGON	28.98	26.74	32.06	3.22	0.00	0.61	1.45	1.96	1.49
PENNSYLVANIA	5.89	22.97	41.65	9.38	13.84	1.69	2.43	1.97	0.80
PUERTO RICO	8.54	17.54	49.35	16.78	0.76	0.15	0.00	0.76	6.10
RHODE ISLAND	19.18	13.85	39.94	0.16	12.88	0.00	0.84	6.52	1.45
SOUTH CAROLINA	4.89	55.47	34.32	2.90	0.02	1.06	0.77	0.00	0.57
SOUTH DAKOTA	8.13	41.18	14.53	0.69	3.81	3.81	23.88	2.06	1.90
TENNESSEE	18.48	38.16	48.00	5.48	0.87	10.32	0.56	0.87	1.35
TEXAS	2.67	41.90	33.58	4.74	0.24	0.00	0.53	0.71	14.91
UTAH	35.38	45.62	12.39	2.82	0.46	1.49	0.81	0.02	1.88
VERMONT	48.88	35.79	2.88	11.84	2.43	0.00	6.75	0.00	1.02
VIRGINIA	9.20	19.00	48.62	5.24	3.68	4.28	4.55	2.66	2.32
WASHINGTON	24.14	19.27	43.97	6.55	1.66	2.21	0.26	1.66	0.26
WEST VIRGINIA	25.02	32.07	34.74	3.45	0.00	1.55	0.24	2.43	0.49
WISCONSIN	13.90	65.07	16.07	3.45	0.07	0.66	0.01	0.65	0.12
WYOMING	22.45	21.62	39.19	2.37	0.84	3.21	5.02	4.74	0.56
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	9.76	12.28	68.98	7.32	0.00	9.76	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	7.33	32.23	38.84	0.00	0.00	0.37	29.67	-	0.37
U.S. & INSULAR AREAS	8.85	33.78	35.88	8.81	4.51	1.81	2.36	1.68	2.33
50 STATES, D.C. & P.R.	8.85	33.79	35.88	8.81	4.51	1.81	2.34	1.68	2.33

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	HARD OF HEARING & DEAF NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMESCHOOL HOSPITAL EN- VIRONMENT
ALABAMA	0	764	322	5	1	743	0	2	0
ALASKA	64	41	76	4	0	0	0	0	0
ARIZONA	2	449	107	211	2	232	0	0	0
ARKANSAS	67	282	79	105	9	171	4	0	2
CALIFORNIA	1,442	196	4,794	-	30	-	-	7	-
COLORADO	278	218	259	23	7	103	2	0	0
CONNECTICUT	75	230	194	71	126	3	60	5	6
DELAWARE	22	20	12	152	1	9	2	0	1
DISTRICT OF COLUMBIA	5	1	36	2	0	0	0	0	0
FLORIDA	186	317	1,157	30	15	480	2	21	15
GEORGIA	21	278	105	523	0	0	0	0	0
HAWAII	37	56	145	25	2	0	0	0	0
IDAH0	105	56	27	12	0	0	0	0	14
ILLINOIS	512	546	2,072	142	13	0	10	0	2
INDIANA	23	281	468	153	0	237	0	0	2
IOWA	225	151	367	-	2	163	-	-	14
KANSAS	114	126	182	9	17	207	0	0	18
KENTUCKY	140	227	205	110	5	307	7	0	5
LOUISIANA	250	250	490	174	2	430	4	0	29
MAINE	118	198	25	15	10	50	0	0	8
MARYLAND	400	217	215	273	2	230	2	1	2
MASSACHUSETTS	156	1,230	364	37	54	12	11	2	12
MICHIGAN	699	459	1,105	292	0	0	0	0	46
MINNESOTA	397	497	161	234	-	170	-	0	33
MISSISSIPPI	45	97	125	17	9	6	0	1	0
MISSOURI	376	322	361	200	146	102	-	1	2
MONTANA	63	30	29	0	0	96	0	0	1
NEBRASKA	06	206	32	0	2	71	0	0	0
NEVADA	7	14	127	0	1	2	0	0	0
NEW HAMPSHIRE	156	29	45	2	0	0	13	0	0
NEW JERSEY	72	266	530	212	162	300	2	3	5
NEW MEXICO	132	62	52	17	5	137	0	0	0
NEW YORK	750	720	699	620	1,303	104	199	3	2
NORTH CAROLINA	775	512	200	113	0	568	0	6	6
NORTH DAKOTA	48	27	30	0	0	53	0	0	5
OHIO	443	223	1,367	282	12	119	0	0	4
OKLAHOMA	139	256	237	45	6	155	2	0	0
OREGON	99	37	17	1	13	3	0	1	0
PENNSYLVANIA	1,420	543	643	69	365	12	257	6	56
PUERTO RICO	84	251	1,024	1,292	24	2	25	0	20
RHODE ISLAND	36	16	10	123	2	0	7	0	0
SOUTH CAROLINA	269	191	321	13	0	185	1	0	11
SOUTH DAKOTA	15	60	32	37	0	32	0	0	0
TENNESSEE	527	353	207	181	24	335	1	0	2
TEXAS	139	1,169	2,281	377	97	355	42	9	44
UTAH	163	197	262	2	0	63	0	0	2
VERMONT	95	30	9	0	0	0	60	0	5
VIRGINIA	313	202	493	29	2	230	0	0	4
WASHINGTON	206	358	554	6	62	153	0	0	1
WEST VIRGINIA	121	73	133	9	0	135	3	0	3
WISCONSIN	339	530	133	43	0	154	0	0	0
WYOMING	24	76	21	2	0	4	2	1	0
AMERICAN SAMOA	0	0	9	1	0	0	0	0	0
GUAM	2	3	24	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	1	1	1	0	2	3	-	0
U.S. & INSULAR AREAS	12,440	13,973	23,012	6,296	2,549	7,002	721	83	390
50 STATES, D.C. & P.R.	12,419	13,969	22,978	6,294	2,549	7,000	718	83	390

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	HAND OF HEARING & DEAF PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMESCHOOL HOSPITAL EN- VIRONMENT
ALABAMA	0.00	41.50	17.53	0.27	0.05	40.45	0.00	0.00
ALASKA	34.50	22.16	41.00	2.16	0.00	0.00	0.00	0.00
ARIZONA	0.20	44.77	10.07	21.04	0.20	23.13	0.00	0.00
ARKANSAS	10.49	31.61	12.36	16.43	1.41	26.76	0.63	0.31
CALIFORNIA	22.28	3.06	74.00	-	0.46	-	-	-
COLORADO	31.31	24.32	29.17	2.50	0.79	11.00	0.23	0.00
CONNECTICUT	9.74	20.87	25.19	9.22	16.36	0.30	7.79	0.76
DELAWARE	10.05	9.13	5.48	60.41	0.46	4.11	0.91	0.48
DISTRICT OF COLUMBIA	7.14	2.38	85.71	4.70	0.00	0.00	0.00	0.00
FLORIDA	8.34	14.21	51.06	1.34	0.67	21.07	0.30	0.67
GEORGIA	2.27	20.00	11.33	56.42	0.00	0.00	0.00	0.00
HAWAII	13.96	21.13	54.72	9.43	0.75	0.00	0.00	0.00
IDaho	46.67	26.22	12.00	5.33	0.00	0.00	0.00	0.22
ILLINOIS	15.50	16.53	62.73	4.30	0.30	0.18	0.30	0.00
INDIANA	1.93	23.53	30.20	12.81	0.00	22.36	0.00	0.17
IONA	24.40	16.38	36.00	-	0.22	17.00	-	1.52
KANSAS	16.94	18.72	27.84	1.34	2.53	30.76	0.00	2.67
KENTUCKY	13.92	22.56	20.36	10.93	0.50	30.52	0.70	0.56
LOUISIANA	15.26	16.81	29.91	10.62	0.12	26.25	0.24	1.77
MAINE	27.44	48.00	5.81	3.40	2.33	13.02	0.00	1.06
MARYLAND	33.05	15.29	15.15	19.24	0.14	16.77	0.14	0.14
MASSACHUSETTS	8.27	05.66	19.29	1.96	2.86	0.64	0.58	0.64
MICHIGAN	26.87	17.05	42.48	11.23	0.06	0.00	0.00	1.77
MINNESOTA	26.61	33.31	10.79	15.06	-	11.30	-	2.21
MISSISSIPPI	15.00	32.33	41.67	5.67	3.00	2.00	0.00	0.00
MISSOURI	24.90	21.32	23.91	13.25	9.67	6.75	-	0.13
MONTANA	34.44	12.45	12.03	0.00	0.00	40.66	0.00	0.41
NEBRASKA	14.62	61.51	6.06	0.00	0.43	15.27	0.00	0.00
NEVADA	4.64	9.27	84.11	0.00	0.66	1.32	0.00	0.00
NEW HAMPSHIRE	61.96	11.37	17.05	0.78	3.14	0.00	5.16	0.00
NEW JERSEY	4.50	16.94	34.33	13.50	10.32	19.00	0.13	0.32
NEW MEXICO	29.66	13.93	20.67	3.82	1.12	30.79	0.00	0.00
NEW YORK	17.01	10.52	15.06	14.07	20.56	2.36	4.51	0.05
NORTH CAROLINA	35.55	23.49	9.17	5.18	0.00	26.00	0.00	0.28
NORTH DAKOTA	28.07	15.79	22.22	0.00	0.00	30.99	0.00	2.92
OHIO	16.00	9.10	55.00	11.51	0.49	4.66	0.00	0.16
OKLAHOMA	16.30	30.19	27.05	5.31	0.71	18.28	0.24	0.94
OREGON	57.09	21.64	9.94	6.58	7.00	1.75	0.00	0.00
PENNSYLVANIA	42.26	16.07	19.03	2.04	10.00	0.36	7.61	1.66
PUERTO RICO	3.00	9.22	37.62	47.47	0.00	0.07	0.92	0.73
RHODE ISLAND	16.56	8.25	5.15	63.40	1.03	0.00	3.61	0.00
SOUTH CAROLINA	27.14	19.27	32.30	1.31	0.00	16.67	0.10	1.11
SOUTH DAKOTA	8.52	34.00	18.16	21.02	0.00	18.18	0.00	0.00
TENNESSEE	32.33	21.66	12.70	11.10	1.47	20.55	0.00	0.12
TEXAS	3.00	26.02	50.32	6.30	2.16	7.90	0.93	0.06
UTAH	23.66	28.50	30.03	0.29	0.00	9.14	0.00	0.29
VERMONT	47.74	15.00	4.52	9.00	0.00	0.00	30.15	2.51
VIRGINIA	24.43	15.77	38.49	2.26	0.16	18.56	0.00	0.31
WASHINGTON	19.00	25.57	30.57	0.43	4.43	10.93	0.00	0.07
WEST VIRGINIA	24.95	15.05	27.42	1.06	1.65	27.84	0.62	0.62
WISCONSIN	28.27	44.20	11.00	3.50	0.00	12.84	0.00	0.00
WYOMING	18.46	58.48	16.15	1.54	0.00	3.00	1.54	0.00
AMERICAN SAMOA	0.00	0.00	00.00	10.00	0.00	0.00	0.00	0.00
GUAM	6.90	10.34	62.76	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	70.37	3.70	3.70	3.70	0.00	7.41	11.11	0.00
U.S. & INSULAR AREAS	16.72	21.02	34.62	9.47	3.84	10.53	1.00	0.59
50 STATES, D.C. & P.R.	18.70	21.04	34.61	9.48	3.84	10.54	1.00	0.59

DATA AS OF OCTOBER 1, 1987.

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	MULTIHANDICAPPED NUMBER								HOMESCHOOL HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	6	34	908	1	0	0	0	0	3
ALASKA	8	36	167	33	0	0	0	0	2
ARIZONA	0	89	642	76	123	48	19	0	0
ARKANSAS	182	83	163	24	138	33	10	0	21
CALIFORNIA	190	71	4,610	-	275	-	-	23	-
COLORADO	111	512	1,357	589	127	59	14	4	28
CONNECTICUT	22	86	453	286	97	9	63	22	17
DELAWARE	2	64	42	70	0	3	11	15	3
DISTRICT OF COLUMBIA	0	0	15	33	0	7	7	0	0
FLORIDA	-	-	-	-	-	-	-	-	-
GEORGIA	274	6,091	6,155	316	0	0	23	0	19
HAWAII	2	0	210	23	1	6	0	0	5
IDaho	0	0	163	26	0	0	0	0	242
ILLINOIS	24	1	285	686	827	184	366	0	0
INDIANA	0	0	478	621	0	68	55	0	4
IOWA	3	0	650	-	23	5	-	-	4
KANSAS	0	9	208	120	16	241	0	0	23
KENTUCKY	33	58	614	493	57	0	3	3	6
LOUISIANA	58	97	378	325	53	172	42	0	139
MAINE	0	88	411	85	59	45	34	0	6
MARYLAND	117	129	419	2,482	282	141	93	10	38
MASSACHUSETTS	244	1,946	570	59	86	18	15	2	21
MICHIGAN	0	0	14	39	0	0	0	0	3
MINNESOTA	-	-	-	-	-	-	-	-	-
MISSISSIPPI	2	15	186	52	6	0	3	0	18
MISSOURI	7	73	149	51	88	28	-	0	7
MONTANA	17	36	298	53	0	21	2	0	43
NEBRASKA	95	366	83	0	9	63	0	0	0
NEVADA	0	9	70	467	0	0	1	0	0
NEW HAMPSHIRE	62	11	60	1	81	4	22	0	2
NEW JERSEY	1,452	579	4,178	1,594	1,610	124	49	71	47
NEW MEXICO	29	98	442	55	18	4	0	5	9
NEW YORK	51	485	3,044	3,287	3,285	15	441	57	111
NORTH CAROLINA	74	157	596	185	39	385	250	12	53
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	24	106	3,455	525	16	0	0	0	54
OKLAHOMA	142	222	739	189	11	71	9	0	72
OREGON	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0	0	0	0	49	0	56	0	0
PUERTO RICO	93	182	487	540	188	49	0	6	1,659
RHODE ISLAND	1	5	24	0	29	0	3	0	1
SOUTH CAROLINA	0	18	123	73	16	55	0	0	46
SOUTH DAKOTA	21	115	296	0	24	47	44	0	9
TENNESSEE	30	143	582	868	114	48	1	0	33
TEXAS	16	179	2,078	980	250	154	72	0	187
UTAH	13	692	381	894	5	9	1	0	44
VERMONT	16	2	133	0	4	4	7	0	6
VIRGINIA	75	57	786	310	20	284	39	67	38
WASHINGTON	37	92	1,824	431	271	281	0	0	1
WEST VIRGINIA	-	-	-	-	-	-	-	-	-
WISCONSIN	54	219	381	88	0	0	0	0	5
WYOMING	29	172	88	14	2	32	2	3	8
AMERICAN SAMOA	0	0	0	10	0	0	0	0	3
GUAM	2	0	16	74	0	0	0	0	5
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	120	65	7	0	0	49	-	1
U.S. & INSULAR AREAS	3,551	13,459	38,836	16,975	8,186	2,629	1,797	294	3,182
50 STATES, D.C. & P.R.	3,530	13,339	37,955	16,884	8,186	2,629	1,748	294	3,093

DATA AS OF OCTOBER 1, 1987.

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TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	MULTIHANDICAPPED PERCENT								HOMESCHOOL HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0.00	3.50	95.90	0.11	0.00	0.00	0.00	0.00	0.32
ALASKA	3.25	14.63	67.89	13.41	0.00	0.00	0.00	0.00	0.61
ARIZONA	0.00	0.00	64.91	7.68	12.44	4.04	1.92	0.00	0.00
ARKANSAS	18.02	14.06	28.88	4.24	22.97	5.03	1.77	0.00	3.71
CALIFORNIA	3.68	1.37	80.19	-	5.32	-	-	0.44	-
COLORADO	3.96	16.28	48.45	21.03	4.53	2.11	0.50	0.14	1.00
CONNECTICUT	2.28	8.82	46.46	21.13	9.95	0.92	6.46	2.26	1.74
DELAWARE	0.95	30.48	20.00	33.33	0.00	1.43	5.24	7.14	1.43
DISTRICT OF COLUMBIA	0.00	0.00	24.19	53.23	0.00	11.29	11.29	0.00	0.00
FLORIDA	-	-	-	-	-	-	-	-	-
GEORGIA	2.13	47.30	47.79	2.45	0.00	0.00	0.18	0.20	0.15
HAWAII	0.01	0.00	85.02	9.31	0.40	2.43	0.00	0.00	2.02
IDaho	0.00	0.00	37.82	6.03	0.00	0.00	0.00	0.00	56.15
ILLINOIS	1.05	0.04	6.94	29.92	36.07	0.02	15.96	0.00	0.00
INDIANA	0.00	0.00	38.90	50.05	0.00	5.55	4.40	0.00	0.33
IONA	0.43	0.00	94.96	-	3.31	0.72	-	-	0.58
KANSAS	0.00	1.46	33.71	19.45	2.50	30.05	0.00	0.00	3.73
KENTUCKY	2.40	4.30	48.41	37.26	4.31	0.00	0.23	0.23	4.09
LOUISIANA	4.50	7.67	29.91	25.71	4.19	13.01	3.32	0.00	11.00
MAINE	0.00	11.11	57.00	11.81	0.19	6.25	4.72	0.00	0.83
MARYLAND	3.15	3.48	11.29	66.06	7.00	3.00	2.51	0.27	1.02
MASSACHUSETTS	8.24	65.72	19.3	1.99	2.90	0.61	0.51	0.07	0.71
MICHIGAN	0.00	0.00	25.40	60.64	0.00	0.00	0.00	0.00	5.36
MINNESOTA	-	-	-	-	-	-	-	-	-
MISSISSIPPI	0.99	7.43	52.48	25.74	2.97	0.00	1.40	0.00	6.91
MISSOURI	1.74	10.11	36.97	12.06	21.84	6.95	-	0.00	1.74
MONTANA	4.47	9.47	54.74	13.95	0.00	5.53	0.53	0.00	11.32
NEBRASKA	15.05	00.30	13.67	0.00	0.00	10.36	0.00	0.00	0.00
NEVADA	0.00	1.05	12.00	85.37	0.00	0.00	0.18	0.00	0.00
NEW HAMPSHIRE	25.51	4.53	24.00	0.41	33.33	1.05	9.05	0.30	0.82
NEW JERSEY	14.98	5.97	43.09	16.44	16.61	1.28	9.41	0.73	0.48
NEW MEXICO	4.45	15.83	67.79	8.44	1.53	0.61	0.00	0.77	1.36
NEW YORK	0.48	4.53	28.46	29.98	30.71	0.14	4.12	0.53	1.04
NORTH CAROLINA	4.43	9.46	35.67	11.07	2.33	18.25	14.95	0.72	3.17
NORTH DAKOTA	-	-	-	-	-	-	-	-	-
OHIO	0.57	2.54	82.06	12.56	0.36	0.00	0.00	0.00	1.29
OKLAHOMA	9.76	15.26	50.79	12.90	0.76	4.00	0.62	0.00	4.95
OREGON	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	0.00	0.00	0.00	0.00	46.67	0.00	53.33	0.00	0.00
PUERTO RICO	3.15	3.46	13.00	18.31	3.39	1.06	0.00	0.00	56.24
RHODE ISLAND	1.50	7.94	36.10	0.00	46.83	0.00	4.76	0.00	1.59
SOUTH CAROLINA	0.00	5.44	37.10	22.05	4.83	10.62	0.00	0.00	13.90
SOUTH DAKOTA	3.78	20.00	53.24	0.00	4.32	8.45	7.91	0.00	1.62
TENNESSEE	1.73	0.22	28.57	49.91	6.56	2.76	0.00	0.00	1.90
TEXAS	0.41	4.57	53.66	25.03	6.36	3.93	1.84	0.00	4.78
UTAH	0.66	35.32	15.36	45.64	0.26	0.46	0.05	0.00	2.25
VERMONT	9.30	1.16	77.33	0.00	2.33	2.33	4.07	0.00	3.49
VIRGINIA	4.70	3.57	44.24	19.42	1.25	17.79	2.44	4.20	2.36
WASHINGTON	1.73	4.31	47.92	20.17	12.08	13.15	0.00	0.00	0.05
WEST VIRGINIA	-	-	-	-	-	-	-	-	-
WISCONSIN	8.10	32.83	45.13	13.19	0.00	0.00	0.00	0.00	0.75
WYOMING	8.29	49.14	25.14	4.00	0.57	9.14	0.57	0.00	2.29
AMERICAN SAMOA	0.00	0.00	0.00	1.92	0.00	0.00	0.00	0.00	23.00
GUAM	2.06	0.00	16.49	70.29	0.00	0.00	0.00	0.00	5.15
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	7.28	45.96	24.90	2.06	0.00	0.00	16.77	-	0.38
U.S. & INSULAR AREAS	4.03	15.29	43.21	19.28	9.30	2.99	2.04	0.33	3.52
50 STATES, D.C. & P.R.	4.03	15.22	43.30	19.26	9.34	3.00	1.99	0.34	3.53

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ORTHOPEDICALLY IMPAIRED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	270	139	3	2	0	0	1	84
ALASKA	37	59	50	5	0	0	0	0	0
ARIZONA	67	199	197	13	60	1	0	0	0
ARKANSAS	42	54	51	2	47	0	0	0	0
CALIFORNIA	2,019	342	4,604	-	28	-	4	0	19
COLORADO	281	237	148	67	27	0	0	0	-
CONNECTICUT	53	74	104	21	18	0	0	0	19
DELAWARE	18	14	28	246	0	0	1	2	18
DISTRICT OF COLUMBIA	1	0	4	59	1	0	0	0	4
FLORIDA	332	363	1,722	217	31	0	0	0	0
GEORGIA	13	218	257	0	0	0	1	38	103
HAWAII	83	68	235	68	0	0	0	0	13
IDAH0	102	74	132	12	0	0	0	0	2
ILLINOIS	306	287	1,547	1,309	152	10	53	0	183
INDIANA	141	73	316	115	0	0	0	0	370
IOWA	434	144	395	-	1	1	0	0	0
KANSAS	171	84	88	82	41	0	28	0	120
KENTUCKY	168	82	103	128	0	0	0	0	47
LOUISIANA	105	167	320	155	33	36	0	0	100
MAINE	30	83	150	30	114	0	3	0	84
MARYLAND	163	84	114	312	59	1	2	0	19
MASSACHUSETTS	123	972	286	30	43	9	7	1	70
MICHIGAN	1,272	694	1,383	382	0	0	0	0	10
MINNESOTA	220	644	100	312	-	0	-	0	346
MISSISSIPPI	50	74	198	34	1	0	1	0	58
MISSOURI	338	240	466	0	109	15	-	0	89
MONTANA	71	25	23	5	0	0	3	0	27
NEBRASKA	118	475	68	0	0	0	0	1	20
NEVADA	11	84	100	36	0	0	1	0	0
NEW HAMPSHIRE	85	18	32	0	15	0	1	0	2
NEW JERSEY	59	223	282	78	201	0	4	1	13
NEW MEXICO	155	78	159	30	5	0	0	0	2
NEW YORK	606	330	635	397	722	0	12	4	66
NORTH CAROLINA	358	182	171	254	6	0	0	1	65
NORTH DAKOTA	54	2	31	17	12	0	12	0	30
OHIO	464	139	1,229	325	21	0	0	0	1,610
OKLAHOMA	143	79	140	15	1	2	0	0	20
OREGON	349	82	48	106	2	0	0	0	10
PENNSYLVANIA	150	89	515	715	263	95	26	0	45
PUERTO RICO	114	82	69	1,796	145	1	2	0	64
RHODE ISLAND	37	51	65	1	51	0	2	0	3
SOUTH CAROLINA	192	157	253	69	6	2	1	0	46
SOUTH DAKOTA	10	46	54	0	14	1	77	0	5
TENNESSEE	243	231	140	215	45	0	0	0	107
TEXAS	326	1,186	1,490	192	18	182	13	2	857
UTAH	43	91	111	2	0	0	0	0	66
VERMONT	58	27	16	0	3	0	0	0	4
VIRGINIA	4,496	61	249	48	1	16	2	0	19
WASHINGTON	343	265	300	10	249	2	1	0	6
WEST VIRGINIA	189	33	130	68	0	0	0	0	0
WISCONSIN	352	384	290	89	0	0	0	0	50
WYOMING	88	28	5	12	2	3	4	1	3
AMERICAN SAMOA	2	0	0	2	0	0	0	0	0
GUAM	18	9	4	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	14	1	1	0	0	6	-	1
U.S. & INSUL. AREAS	15,863	9,991	19,827	8,083	2,549	377	274	53	4,891
50 STATES, D.C. & P.R.	15,826	9,968	19,822	8,080	2,549	377	268	53	4,890

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	ORTHOPEDICALLY IMPAIRED PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY
ALABAMA	0.00	54.11	27.06	0.00	0.40	0.00	0.00	0.20
ALASKA	24.50	30.07	33.11	3.31	0.00	0.00	0.00	0.00
ARIZONA	12.48	37.06	36.09	2.42	11.17	0.19	0.00	0.00
ARKANSAS	19.18	24.66	23.29	0.91	21.46	0.00	1.63	0.00
CALIFORNIA	20.67	4.89	65.84	—	0.48	—	—	0.00
COLORADO	36.07	30.42	19.00	8.60	3.47	0.00	0.00	0.00
CONNECTICUT	18.21	25.43	35.74	7.22	0.19	0.00	0.34	0.00
DELAWARE	5.81	4.52	9.03	79.35	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	1.54	0.00	6.15	90.77	1.54	0.00	0.00	0.00
FLORIDA	11.83	12.93	61.35	7.73	1.18	0.00	0.04	1.35
GEORGIA	2.59	43.51	51.30	0.00	0.00	0.00	0.00	0.00
HAWAII	18.28	14.96	51.76	14.54	0.00	0.00	0.00	0.00
IDAH0	20.28	14.71	26.24	2.39	0.00	0.00	0.00	0.00
ILLINOIS	7.74	5.24	39.12	33.11	3.84	0.25	1.34	0.00
INDIANA	21.06	11.32	48.99	17.83	0.00	0.00	0.00	0.00
IOWA	39.63	13.15	36.07	—	0.09	0.09	—	—
KANSAS	31.61	15.53	16.27	15.16	7.58	0.00	5.18	0.00
KENTUCKY	28.92	14.11	17.73	22.83	0.00	0.00	0.00	0.00
LOUISIANA	18.08	17.84	32.65	15.82	3.37	3.67	0.00	0.00
MAINE	6.99	19.35	34.97	6.99	26.57	0.00	0.78	0.00
MARYLAND	20.22	10.42	14.14	38.71	7.32	0.12	0.25	0.12
MASSACHUSETTS	8.31	65.63	19.31	2.83	2.90	0.61	0.47	0.07
MICHIGAN	30.29	17.25	34.37	9.49	0.00	0.00	0.00	0.00
MINNESOTA	16.59	48.57	7.54	23.53	—	0.00	—	0.00
MISSISSIPPI	11.19	16.55	44.30	7.61	0.22	0.00	0.22	0.00
MISSOURI	28.28	20.06	39.00	0.00	9.12	1.26	—	0.00
MONTANA	48.38	17.01	15.65	3.48	0.00	0.00	2.04	0.00
NEBRASKA	17.82	71.75	10.27	0.00	0.00	0.00	0.00	0.15
NEVADA	4.74	36.21	43.10	15.52	0.00	0.00	0.65	0.00
NEW HAMPSHIRE	55.56	11.76	20.92	0.00	0.00	0.00	0.00	0.12
NEW JERSEY	6.85	25.90	32.75	9.06	23.34	0.00	0.46	0.00
NEW MEXICO	36.13	18.18	37.06	6.99	1.17	0.00	0.00	0.00
NEW YORK	27.17	11.10	21.35	13.35	24.28	0.00	0.48	0.13
NORTH CAROLINA	34.52	17.55	16.49	24.49	0.56	0.00	0.00	0.10
NORTH DAKOTA	34.18	1.27	19.62	10.76	7.59	0.00	7.59	0.00
OHIO	12.25	3.67	32.44	8.58	0.55	0.00	0.00	0.00
OKLAHOMA	35.66	19.70	34.91	3.74	0.25	0.50	0.25	0.00
OREGON	58.46	13.74	8.04	17.76	0.34	0.00	0.00	0.00
PENNSYLVANIA	7.90	4.69	27.13	37.67	13.06	5.01	1.37	0.00
PUERTO RICO	5.02	3.61	3.04	79.01	6.36	0.04	0.09	0.00
RHODE ISLAND	17.62	24.29	30.95	0.48	24.29	0.00	0.95	0.00
SOUTH CAROLINA	26.45	21.63	34.85	9.50	0.83	0.28	0.14	0.00
SOUTH DAKOTA	4.83	22.22	20.09	0.00	6.76	0.48	37.20	0.00
TENNESSEE	24.77	23.55	14.27	21.92	4.59	0.00	0.00	0.00
TEXAS	7.64	27.08	34.93	4.50	0.42	4.27	0.30	0.05
UTAH	13.74	29.07	35.46	0.64	0.00	0.00	0.00	0.00
VERMONT	50.00	23.66	14.04	0.00	2.63	0.00	5.26	0.00
VIRGINIA	91.90	1.25	5.10	0.00	0.02	0.33	0.04	0.00
WASHINGTON	27.31	21.10	36.25	0.00	19.82	0.18	0.00	0.00
WEST VIRGINIA	32.06	9.71	38.24	20.00	0.00	0.00	0.00	0.00
WISCONSIN	30.21	32.96	24.89	7.64	0.00	0.00	0.00	0.00
WYOMING	60.27	19.18	3.42	8.22	1.37	2.05	2.74	0.68
AMERICAN SAMOA	50.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00
GUAM	50.00	29.03	12.90	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	42.50	35.00	2.50	2.50	0.00	0.00	15.00	—
U.S. & INSULAR AREAS	25.62	16.14	32.63	13.06	4.12	0.61	0.44	0.09
50 STATES, D.C. & P.R.	25.59	16.12	32.06	13.07	4.12	0.61	0.43	0.09

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TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	OTHER HEALTH IMPAIRED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBASE HOSPITAL EN- VIRONMENT
ALABAMA	0	184	52	9	0	0	0	0	429
ALASKA	7	22	19	5	0	0	0	0	2
ARIZONA	0	0	0	0	0	0	0	0	489
ARKANSAS	54	119	41	5	89	1	1	0	9
CALIFORNIA	8,962	1,397	2,063	—	99	—	—	1	—
COLORADO	—	—	—	—	—	—	—	—	—
CONNECTICUT	63	285	382	87	105	0	21	2	76
DELAWARE	24	1	272	0	0	0	2	0	57
DISTRICT OF COLUMBIA	1	0	0	93	0	0	2	0	0
FLORIDA	82	446	235	165	34	7	26	4	1,532
GEORGIA	17	71	85	14	0	0	0	0	104
HAWAII	0	0	0	3	0	0	0	0	1
IDaho	45	35	48	26	0	0	0	0	419
ILLINOIS	105	47	458	237	133	9	14	0	685
INDIANA	0	0	39	99	0	0	0	0	0
IOWA	0	0	0	0	0	3	—	—	0
KANSAS	63	30	47	18	9	0	0	0	95
KENTUCKY	66	64	59	36	0	0	0	2	325
LOUISIANA	159	275	485	85	21	57	0	2	214
MAINE	0	221	87	15	49	0	0	0	73
MARYLAND	172	159	136	235	34	12	35	0	151
MASSACHUSETTS	154	1,236	364	37	54	12	9	1	13
MICHIGAN	—	—	—	—	—	—	—	—	—
MINNESOTA	190	258	18	150	—	0	—	0	44
MISSISSIPPI	—	—	—	—	—	—	—	—	—
MISSOURI	677	116	306	0	85	20	—	0	355
MONTANA	84	22	46	0	0	0	0	0	42
NEBRASKA	—	—	—	0	0	0	0	0	0
NEVADA	6	1	159	0	0	0	0	0	99
NEW HAMPSHIRE	132	31	58	0	29	0	6	0	3
NEW JERSEY	41	149	309	43	125	0	0	0	198
NEW MEXICO	435	63	15	29	2	0	0	0	4
NEW YORK	996	1,660	5,467	451	401	37	272	24	285
NORTH CAROLINA	477	329	422	185	2	0	0	0	187
NORTH DAKOTA	19	5	8	3	1	0	0	0	15
OHIO	—	—	—	—	—	—	—	—	—
OKLAHOMA	76	37	27	18	2	0	1	0	120
OREGON	214	92	55	64	3	0	0	0	35
PENNSYLVANIA	0	0	0	0	0	0	0	0	0
PUERTO RICO	190	81	72	565	12	5	0	53	138
RHODE ISLAND	19	12	17	0	1	0	0	0	189
SOUTH CAROLINA	5	9	105	59	0	2	0	0	84
SOUTH DAKOTA	5	24	29	0	0	1	0	11	20
TENNESSEE	117	231	171	52	16	27	1	0	557
TEXAS	172	1,911	1,306	127	7	1,461	4	2	2,976
UTAH	74	78	44	14	0	0	0	0	51
VERMONT	50	41	7	0	9	0	14	0	4
VIRGINIA	49	80	151	94	0	73	20	0	56
WASHINGTON	479	783	782	22	114	1	1	0	5
WEST VIRGINIA	59	11	78	14	0	0	2	0	54
WISCONSIN	—	—	—	—	—	—	—	—	—
WYOMING	66	90	9	4	1	4	1	1	12
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	2	1	0	0	0	0	0	2
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	27	13	10	3	0	0	2	—	1
U.S. & INSULAR AREAS	14,658	10,643	14,594	2,972	1,441	1,732	434	189	10,850
50 STATES, D.C. & P.R.	14,626	10,628	14,583	2,975	1,441	1,732	432	189	10,847

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TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	OTHER HEALTH IMPAIRED PERCENT								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0.00	27.30	7.72	1.34	0.00	0.00	0.00	0.00	63.65
ALASKA	8.24	25.86	57.05	5.88	0.00	0.00	0.00	0.00	2.35
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
ARKANSAS	16.93	37.30	12.85	1.57	27.90	0.31	0.31	0.00	2.82
CALIFORNIA	71.46	11.14	16.01	-	0.79	-	-	0.01	-
COLORADO	-	-	-	-	-	-	-	-	-
CONNECTICUT	7.97	27.35	36.06	8.35	10.17	0.00	2.02	0.19	7.29
DELAWARE	6.74	0.28	76.40	0.00	0.00	0.00	0.56	0.00	16.01
DISTRICT OF COLUMBIA	1.04	0.00	0.00	96.87	0.00	0.00	2.00	0.00	0.00
FLORIDA	3.24	17.62	9.28	6.52	1.34	0.28	1.83	0.16	60.53
GEORGIA	5.84	24.40	29.21	4.61	0.00	0.00	0.00	0.00	35.74
HAWAII	0.00	0.00	46.15	23.00	23.00	0.00	0.00	0.00	7.69
IDAHO	7.96	6.19	7.06	4.00	0.00	0.00	0.00	0.00	74.16
ILLINOIS	6.20	2.77	27.94	13.99	7.85	0.53	0.83	0.35	48.44
INDIANA	0.00	0.00	28.26	71.74	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	-	0.00	100.00	-	-	0.00
KANSAS	24.00	11.81	18.50	3.94	3.54	0.00	0.00	0.00	37.40
KENTUCKY	11.96	11.59	10.69	6.52	0.00	0.00	0.00	0.36	58.88
LOUISIANA	12.25	21.19	37.37	6.55	1.62	4.39	0.60	0.15	16.49
MAINE	0.00	49.66	19.55	3.37	11.01	0.00	0.00	0.00	16.40
MARYLAND	18.42	17.62	14.56	25.16	3.64	1.28	3.75	0.00	16.17
MASSACHUSETTS	8.18	65.78	19.34	1.97	2.67	0.64	0.48	0.05	0.69
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	28.79	39.09	2.73	22.73	-	0.00	-	0.00	6.67
MISSISSIPPI	-	-	-	-	-	-	-	-	-
MISSOURI	43.43	7.44	19.63	0.00	5.45	1.28	-	0.00	22.77
MONTANA	43.39	11.34	23.71	0.00	0.00	0.00	0.00	0.00	21.65
NEBRASKA	-	-	-	-	-	-	-	-	-
NEVADA	2.26	0.38	00.00	0.00	0.00	0.00	0.00	0.00	37.36
NEW HAMPSHIRE	50.97	11.97	22.30	0.00	11.20	0.00	2.32	0.00	1.16
NEW JERSEY	4.74	17.23	35.72	4.97	14.45	0.00	0.00	0.00	22.69
NEW MEXICO	79.38	11.56	2.74	5.29	0.36	0.00	0.00	0.00	0.73
NEW YORK	10.47	17.45	57.47	4.74	4.22	0.39	2.86	0.25	2.15
NORTH CAROLINA	31.34	21.62	27.73	6.90	0.13	0.00	0.00	0.00	12.29
NORTH DAKOTA	37.25	9.00	15.09	5.80	1.96	0.00	0.00	0.00	29.41
OHIO	-	-	-	-	-	-	-	-	-
OKLAHOMA	27.05	13.17	9.61	6.41	0.71	0.00	0.36	0.00	42.78
OREGON	46.22	19.67	11.86	13.62	0.65	0.00	0.00	0.00	7.56
PENNSYLVANIA	-	-	-	-	-	-	-	-	-
PUERTO RICO	17.03	7.26	6.45	50.63	1.06	0.45	0.00	4.75	12.37
RHODE ISLAND	12.83	7.59	10.76	0.00	0.63	0.00	0.00	0.00	68.99
SOUTH CAROLINA	1.89	3.41	39.77	22.35	0.00	0.76	0.00	0.00	31.62
SOUTH DAKOTA	5.56	26.67	32.22	0.00	0.00	1.11	0.00	12.22	22.22
TENNESSEE	9.96	19.71	14.59	4.44	1.57	2.30	0.09	0.00	47.53
TEXAS	2.16	23.96	16.42	1.50	0.09	18.34	0.65	0.63	37.35
UTAH	28.35	29.09	16.86	5.36	0.00	0.00	0.00	0.00	19.54
VERMONT	40.00	32.00	5.00	0.00	7.20	0.00	11.20	0.00	3.20
VIRGINIA	9.37	15.30	28.87	17.97	0.00	13.96	3.82	0.00	10.71
WASHINGTON	22.73	33.36	37.11	1.04	5.41	0.85	0.65	0.00	0.24
WEST VIRGINIA	27.06	5.05	35.78	6.42	0.00	0.00	0.92	0.00	24.77
WISCONSIN	-	-	-	-	-	-	-	-	-
WYOMING	35.11	47.67	4.79	2.13	0.53	2.13	0.53	0.53	6.36
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-
GUAM	50.00	20.00	16.00	0.00	0.00	0.00	0.00	0.00	20.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BJR. OF INDIAN AFFAIRS	48.21	23.21	17.06	5.36	0.00	0.00	3.57	-	1.79
U.S. & INSULAR AREAS	25.86	16.79	25.77	5.26	2.54	3.06	0.77	0.19	17.74
50 STATES, D.C. & P.R.	25.85	18.79	25.78	5.26	2.55	3.06	0.76	0.19	17.76

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	VISUALLY HANDICAPPED NUMBER								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0	269	48	1	0	206	0	0	0
ALASKA	13	13	10	1	0	0	0	0	0
ARIZONA	3	239	24	8	14	182	0	0	0
ARKANSAS	56	56	11	0	3	125	4	1	35
CALIFORNIA	859	161	1,339	-	10	-	-	3	-
COLORADO	157	94	12	12	3	25	0	0	2
CONNECTICUT	115	90	122	54	40	0	31	2	12
DELAWARE	54	6	9	1	0	0	0	0	11
DISTRICT OF COLUMBIA	0	0	26	0	0	0	0	0	0
FLORIDA	219	256	289	21	2	121	1	0	10
GEORGIA	12	325	41	135	0	0	0	0	0
HAWAII	42	9	25	7	0	0	0	0	0
IDaho	34	26	15	3	0	0	0	3	16
ILLINOIS	191	296	582	48	17	8	11	1	0
INDIANA	78	251	28	24	0	165	0	0	0
IOWA	187	26	47	-	0	65	-	-	4
KANSAS	167	19	6	3	6	50	0	0	5
KENTUCKY	219	186	26	38	1	139	0	0	9
LOUISIANA	115	124	117	14	6	113	0	0	12
MAINE	64	98	12	0	3	0	1	0	1
MARYLAND	290	82	86	111	21	171	0	0	13
MASSACHUSETTS	67	531	156	16	23	5	4	0	5
MICHIGAN	489	189	268	54	0	0	0	0	46
MINNESOTA	157	138	9	51	-	34	-	0	13
MISSISSIPPI	32	33	32	11	0	4	0	0	2
MISSOURI	190	147	43	30	36	7	-	0	0
MONTANA	34	21	112	0	0	7	0	0	13
NEBRASKA	19	90	11	0	0	41	0	3	0
NEVADA	6	7	47	0	0	0	0	0	0
NEW HAMPSHIRE	182	19	31	1	29	0	0	0	0
NEW JERSEY	943	165	45	8	17	0	0	0	1
NEW MEXICO	44	13	28	7	1	80	0	0	0
NEW YORK	515	459	279	74	160	39	46	2	5
NORTH CAROLINA	312	174	28	19	2	75	0	0	5
NORTH DAKOTA	27	2	3	1	0	17	0	0	6
OHIO	388	74	358	28	6	119	0	0	3
OKLAHOMA	190	84	44	12	0	187	0	0	2
OREGON	39	12	2	5	1	0	0	2	0
PENNSYLVANIA	674	236	152	32	115	4	134	1	23
PUERTO RICO	93	175	189	1,791	9	182	0	0	24
RHODE ISLAND	38	14	23	0	3	0	5	0	1
SOUTH CAROLINA	274	94	36	0	2	75	0	0	0
SOUTH DAKOTA	9	17	10	1	2	16	0	0	0
TENNESSEE	315	242	42	16	4	148	1	0	1
TEXAS	339	741	442	75	5	140	16	12	27
UTAH	56	86	59	2	0	46	0	0	5
VERMONT	27	7	6	0	0	0	2	0	1
VIRGINIA	97	33	13	7	0	186	0	0	27
WASHINGTON	129	58	48	0	15	61	0	0	28
WEST VIRGINIA	145	54	8	0	0	88	3	0	0
WISCONSIN	117	141	65	61	0	96	0	0	0
WYOMING	22	12	2	0	0	3	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	4	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	3	0	2	1	1	-	0
U.S. & INSULAR AREAS	8,568	6,539	5,296	2,612	558	2,799	268	31	374
50 STATES, D.C. & P.R.	8,568	6,535	5,293	2,612	556	2,796	259	31	374

DATA AS OF OCTOBER 1, 1987.

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TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	VISUALLY HANDICAPPED PERCENT								HOMEBOUND HOSPITAL EN- VIRONMENT
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	
ALABAMA	0.00	44.54	7.95	0.17	0.00	47.35	0.00	0.00	0.00
ALASKA	35.14	35.14	27.63	2.70	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.77	61.28	6.15	2.05	3.50	26.15	0.00	0.00	0.00
ARKANSAS	19.00	19.11	3.75	0.00	1.02	42.66	1.37	0.34	11.95
CALIFORNIA	35.91	7.57	55.98	-	0.42	-	-	0.13	-
COLORADO	51.48	30.82	3.93	3.93	0.00	8.20	0.00	0.00	0.66
CONNECTICUT	24.21	20.84	25.68	11.37	3.42	0.00	0.00	0.42	2.53
DELAWARE	66.67	7.41	11.11	1.23	0.00	0.00	0.60	0.00	13.58
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	26.04	30.68	24.85	2.50	4.24	14.39	0.12	0.00	1.19
GEORGIA	2.34	63.35	7.99	26.32	0.00	0.00	0.00	0.00	0.00
HAWAII	50.00	10.84	30.12	8.43	0.00	0.00	0.00	0.00	0.00
IDAHO	33.33	25.49	17.65	2.94	0.00	0.00	0.00	2.94	17.65
ILLINOIS	16.55	25.65	50.43	4.16	1.47	0.69	0.95	0.00	0.00
INDIANA	14.50	46.65	3.72	4.46	0.00	30.67	0.00	0.00	0.00
IOWA	42.97	10.44	18.88	-	0.00	26.10	-	-	1.61
KANSAS	65.23	7.42	2.34	1.17	2.34	19.53	0.00	0.00	1.95
KENTUCKY	40.71	19.70	4.83	7.06	0.19	25.84	0.00	0.00	1.67
LOUISIANA	22.95	24.75	23.35	2.79	1.29	22.55	0.00	0.00	2.40
MAINE	55.75	54.75	6.70	0.00	1.68	0.00	0.56	0.00	0.56
MARYLAND	38.46	16.55	10.30	14.29	2.70	22.01	0.00	0.00	1.67
MASSACHUSETTS	8.30	65.80	19.33	1.96	2.85	0.62	0.50	0.00	0.62
MICHIGAN	46.16	12.30	30.25	6.09	0.00	0.00	0.00	0.00	5.19
MINNESOTA	30.05	34.33	2.24	12.69	-	8.46	-	0.00	3.23
MISSISSIPPI	28.07	28.95	28.07	9.65	0.00	3.51	0.00	0.00	1.75
MISSOURI	40.95	31.68	9.27	8.41	7.76	1.51	-	0.00	0.43
MONTANA	17.99	11.11	50.28	0.00	0.00	3.70	0.00	0.00	7.94
NEBRASKA	11.50	54.88	6.71	0.00	0.00	25.00	0.00	1.83	0.00
NEVADA	12.90	11.20	75.81	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	56.04	10.44	17.83	8.55	15.93	0.00	0.00	0.00	0.00
NEW JERSEY	63.69	9.73	4.17	0.77	1.58	0.00	0.00	0.00	0.00
NEW MEXICO	25.73	7.60	15.20	4.09	0.58	46.78	0.00	0.00	0.00
NEW YORK	32.01	30.39	17.34	4.60	9.94	2.42	2.86	0.12	0.31
NORTH CAROLINA	50.73	26.29	4.55	3.09	0.33	12.20	0.00	0.00	0.81
NORTH DAKOTA	46.21	3.57	5.36	1.79	0.00	30.36	0.00	0.00	10.71
OHIO	39.75	7.58	36.68	2.87	0.61	12.19	0.00	0.00	0.31
OKLAHOMA	43.28	19.13	10.82	2.73	0.00	24.37	0.00	0.00	0.46
OREGON	63.93	19.67	3.28	8.20	1.64	0.00	0.00	3.28	0.00
PENNSYLVANIA	49.16	17.21	11.09	2.33	8.39	0.29	9.77	0.07	1.68
PUERTO RICO	4.04	7.60	4.73	77.77	0.39	4.43	0.00	0.00	1.04
RHODE ISLAND	30.47	18.42	30.28	0.00	3.95	0.00	6.58	0.00	1.32
SOUTH CAROLINA	56.96	19.54	7.48	0.00	0.42	15.50	0.00	0.00	0.00
SOUTH DAKOTA	15.79	29.82	17.54	1.75	3.51	31.50	0.00	0.00	0.00
TENNESSEE	40.96	31.47	5.48	2.00	0.52	19.25	0.13	0.00	0.73
TEXAS	18.00	41.10	24.51	4.16	0.28	8.10	0.69	0.67	1.50
UTAH	22.05	33.06	23.23	0.79	0.00	18.11	0.00	0.00	1.97
VERMONT	62.79	16.28	13.95	0.00	0.00	0.00	4.65	0.00	2.33
VIRGINIA	34.20	11.66	4.59	2.47	0.00	37.46	0.00	0.00	9.54
WASHINGTON	36.36	17.50	14.35	0.00	4.55	18.46	0.00	0.00	8.46
WEST VIRGINIA	46.66	18.12	2.68	0.00	0.00	29.53	1.01	0.00	0.00
WISCONSIN	23.40	26.20	13.00	16.20	0.00	19.20	0.00	0.00	0.00
WYOMING	55.00	30.00	5.00	0.00	0.00	7.50	0.00	2.50	0.00
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-
GUAM	55.56	44.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	30.00	0.00	30.00	0.00	20.00	10.00	10.00	-	0.00
U.S. & INSULAR AREAS	31.46	24.01	19.44	10.32	2.05	10.28	0.95	0.11	1.37
50 STATES, D.C. & P.R.	31.45	24.01	19.45	10.33	2.04	10.28	0.95	0.11	1.37

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	DEAF-BLIND NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	0	48	14	0	1	42	0	0	1
ALASKA	1	0	1	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0
ARKANSAS	1	38	2	4	0	2	0	0	0
CALIFORNIA	14	2	135	-	5	-	-	0	-
COLORADO	0	0	23	20	5	36	0	0	1
CONNECTICUT	4	9	7	6	3	0	9	1	1
DELAWARE	0	1	4	23	0	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	21	9	9	1	0	0
FLORIDA	0	0	0	34	0	16	0	0	1
GEORGIA	0	1	0	14	0	0	0	0	0
HAWAII	0	0	0	5	0	0	0	0	0
IDAHO	0	0	2	0	0	0	0	0	0
ILLINOIS	1	1	17	14	2	27	2	0	2
INDIANA	0	0	0	1	0	2	3	0	0
IOWA	0	0	12	-	0	21	-	-	0
KANSAS	0	0	11	7	0	31	0	0	2
KENTUCKY	28	68	5	10	0	0	2	0	2
LOUISIANA	28	26	3	10	0	9	0	0	1
MAINE	0	0	5	0	0	0	0	0	0
MARYLAND	2	3	58	24	1	47	0	0	0
MASSACHUSETTS	11	68	26	4	4	0	0	0	1
MICHIGAN	0	0	0	0	0	0	0	0	0
MINNESOTA	0	4	1	7	-	3	-	-	-
MISSISSIPPI	0	0	1	2	0	0	0	0	4
MISSOURI	0	0	72	6	3	12	-	0	1
MONTANA	0	0	13	5	0	6	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	2
NEVADA	0	0	0	5	0	0	0	0	0
NEW HAMPSHIRE	4	0	0	1	3	0	5	0	0
NEW JERSEY	38	3	2	45	20	61	23	0	1
NEW MEXICO	4	3	6	0	0	23	0	0	0
NEW YORK	0	2	3	15	20	25	120	0	6
NORTH CAROLINA	0	0	3	3	2	64	0	0	3
NORTH DAKOTA	1	0	0	0	0	21	0	0	1
OHIO	0	2	3	2	0	0	0	0	0
OKLAHOMA	31	147	33	2	0	9	1	0	5
OREGON	1	0	10	0	0	0	0	0	0
PENNSYLVANIA	1	0	0	0	4	0	50	0	0
PUERTO RICO	0	38	12	0	0	68	0	0	5
RHODE ISLAND	1	0	0	0	4	9	3	0	0
SOUTH CAROLINA	4	26	6	4	0	164	0	0	0
SOUTH DAKOTA	0	4	4	0	1	19	0	0	1
TENNESSEE	0	2	2	-	4	13	0	0	0
TEXAS	0	3	26	9	3	40	4	9	1
UTAH	0	0	90	17	0	6	0	0	0
VERMONT	0	1	1	0	0	0	4	0	0
VIRGINIA	0	1	4	0	0	0	2	0	1
WASHINGTON	0	0	5	5	2	19	0	0	0
WEST VIRGINIA	0	0	0	0	0	14	0	0	0
WISCONSIN	0	0	12	0	0	7	0	0	0
WYOMING	0	1	0	0	0	2	0	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0	0
GUAM	0	1	2	5	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	183	494	651	335	67	770	235	1	38
50 STATES, D.C. & P.R.	183	493	649	328	67	770	235	1	38

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BC1

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1985-1986

STATE	DEAF-BLIND PERCENT							
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY
ALABAMA	0.00	40.82	14.29	0.00	1.02	42.06	0.00	1.02
ALASKA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	—	—	—	—	—	—	—	—
ARKANSAS	2.00	81.25	4.17	6.33	0.00	4.17	0.00	0.00
CALIFORNIA	6.97	1.28	86.54	—	3.21	—	—	—
COLORADO	0.00	0.00	27.06	23.53	5.00	42.35	0.00	1.18
CONNECTICUT	10.00	22.50	17.50	15.00	7.50	0.00	22.50	2.50
DELAWARE	9.00	3.45	13.79	79.31	0.00	0.00	0.00	3.45
DISTRICT OF COLUMBIA	0.00	0.00	0.00	67.74	0.00	29.63	3.23	0.00
FLORIDA	0.00	0.00	13.11	55.74	0.00	29.51	0.00	1.64
GEORGIA	0.00	0.00	0.00	93.33	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	61.54	38.46	0.00	0.00	0.00	0.00
IDaho	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
ILLINOIS	1.56	1.56	26.56	21.67	3.13	42.19	3.13	0.00
INDIANA	0.00	0.00	0.00	16.67	0.00	33.33	50.00	0.00
IOWA	0.00	0.00	30.30	—	0.00	63.64	—	0.00
KANSAS	0.00	0.00	21.57	13.73	0.00	60.78	0.00	3.92
KENTUCKY	26.17	56.07	4.07	9.35	0.00	0.00	1.87	1.87
LOUISIANA	39.44	28.17	4.23	14.00	0.00	12.68	0.00	1.41
MAINE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	1.57	2.36	39.37	18.90	0.79	37.81	0.00	0.00
MASSACHUSETTS	6.21	65.67	19.40	2.99	2.99	0.00	0.00	0.75
MICHIGAN	—	—	—	—	—	—	—	—
MINNESOTA	0.00	21.05	5.26	36.84	—	15.79	—	21.05
MISSISSIPPI	0.00	0.00	25.00	50.00	0.00	0.00	0.00	25.00
MISSOURI	0.00	0.00	77.42	6.45	3.23	12.90	—	0.00
MONTANA	0.00	0.00	46.43	17.86	0.00	28.57	0.00	7.14
NEBRASKA	—	—	—	—	—	—	—	—
NEVADA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.00	0.00	16.75	6.25	16.75	0.00	31.25	0.00
NEW JERSEY	19.69	1.55	1.04	23.32	10.36	31.61	11.92	0.52
NEW MEXICO	11.11	0.33	16.67	0.00	0.00	63.89	0.00	0.00
NEW YORK	4.15	1.84	1.55	7.77	10.36	12.95	62.18	0.00
NORTH CAROLINA	0.00	0.00	4.00	4.00	2.67	85.33	0.00	4.00
NORTH DAKOTA	4.35	0.00	0.00	0.00	0.00	91.30	0.00	4.35
OHIO	0.00	28.57	42.86	28.57	0.00	0.00	0.00	0.00
OKLAHOMA	13.60	64.47	14.47	0.88	0.00	3.95	0.44	2.19
OREGON	9.09	0.00	90.91	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	0.00	0.00	7.41	0.00	92.59	0.00
PUERTO RICO	0.00	25.00	10.34	0.00	0.00	58.62	0.00	4.31
RHODE ISLAND	12.50	0.00	0.00	0.00	50.00	0.00	37.50	0.00
SOUTH CAROLINA	2.78	16.00	4.17	2.78	0.00	72.22	0.00	0.00
SOUTH DAKOTA	0.00	11.43	11.43	0.00	2.06	54.29	17.14	2.06
TENNESSEE	0.00	6.33	6.33	12.50	16.67	54.17	0.00	0.00
TEXAS	0.00	3.49	30.23	10.47	3.49	46.51	4.05	1.16
UTAH	0.00	0.00	79.65	15.84	0.00	5.31	0.00	0.00
VERMONT	0.00	16.67	16.67	0.00	0.00	0.00	66.67	0.00
VIRGINIA	0.00	6.25	25.00	0.00	0.00	50.00	12.50	6.25
WASHINGTON	0.00	0.00	25.71	14.29	5.71	54.29	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WISCONSIN	0.00	0.00	63.16	0.00	0.00	36.84	0.00	0.00
WYOMING	0.00	33.33	0.00	0.00	0.00	66.67	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	0.00	12.50	25.00	62.50	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	—	—	—	—	—	—	—	—
U.S. & INSULAR AREAS	6.55	17.68	23.30	11.99	3.11	27.56	6.41	1.36
50 STATES, D.C. & P.R.	6.57	17.71	23.31	11.76	3.13	27.66	6.44	1.36

DATA AS OF OCTOBER 1, 1987.

(T4A3)

TABLE BD1
NUMBER AND CHANGE
IN NUMBER OF INFANTS AND TODDLERS
0-2 YEARS OLD RECEIVING EARLY INTERVENTION SERVICES
DURING SCHOOL YEARS 1984-85 AND 1985-86

STATE NAME	1984-1985	1985-1986	CHANGE IN NUMBER SERVED	PERCENT CHANGE IN NUMBER SERVED
ALABAMA	2,884	63	-1,941	-68.06
ALASKA	957	513	-444	-46.39
ARIZONA	192	198	6	3.13
ARKANSAS	379	419	40	10.55
CALIFORNIA	1,898	2,138	240	12.64
COLORADO	689	-	-	-
CONNECTICUT	239	882	563	235.56
DELAWARE	45	41	-4	-8.89
DISTRICT OF COLUMBIA	0	2,000	2,000	-
FLORIDA	859	1,432	593	69.83
GEORGIA	167	173	6	4.79
HAWAII	0	-	-	-
IDAHO	845	-	-	-
ILLINOIS	282	478	276	136.63
INDIANA	1,156	1,334	178	15.40
IOWA	882	825	23	2.87
KANSAS	246	-	-	-
KENTUCKY	821	485	-356	-43.36
LOUISIANA	966	1,100	134	13.87
MAINE	282	-	-	-
MARYLAND	911	-	-	-
MASSACHUSETTS	2,479	2,881	482	19.22
MICHIGAN	1,833	2,833	280	18.91
MINNESOTA	529	514	-6	-1.15
MISSISSIPPI	36	33	-3	-8.33
MISSOURI	88	0	-88	-100.00
MONTANA	74	74	0	0.00
NEBRASKA	981	-	-	-
NEVADA	296	278	-28	-6.76
NEW HAMPSHIRE	0	-	-	-
NEW JERSEY	2,866	2,874	-792	-27.63
NEW MEXICO	250	0	-250	-100.00
NEW YORK	3,133	3,484	271	8.65
NORTH CAROLINA	248	288	-46	-18.78
NORTH DAKOTA	285	238	33	16.18
OHIO	115	484	369	320.87
OKLAHOMA	481	486	-15	-3.12
OREGON	47	0	-47	-100.00
PENNSYLVANIA	3,428	2,887	-1,341	-39.12
PUERTO RICO	-	156	-	-
RHODE ISLAND	222	252	30	13.51
SOUTH CAROLINA	258	183	-155	-60.08
SOUTH DAKOTA	288	238	30	14.42
TENNESSEE	215	64	-151	-70.23
TEXAS	1,872	1,335	-537	-28.69
UTAH	116	472	356	306.90
VERMONT	88	-	-	-
VIRGINIA	519	558	39	7.51
WASHINGTON	388	248	-140	-36.08
WEST VIRGINIA	427	386	-41	-9.60
WISCONSIN	1,395	1,268	-127	-9.18
WYOMING	48	44	-4	-8.33
AMERICAN SAMOA	-	13	-	-
GUAM	27	34	7	25.93
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	32	24	-8	-25.00
U.S. & INSULAR AREAS	36,553	32,784	-3,789	-10.37
50 STATES, D.C. & P.R.	36,494	32,693	-3,801	-10.42

DATA AS OF OCTOBER 1, 1987.
(REQUEST.SMACLIB:RSXXCH3A)

TABLE BE1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1986-1987

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,585	62	1,288	18	418	5	2,128	21	384	9
ALASKA	859	116	464	40	174	10	82	20	38	10
ARIZONA	3,457	276	1,617	110	451	50	512	45	331	21
ARKANSAS	2,731	320	1,244	136	428	52	835	100	50	3
CALIFORNIA	29,958	853	12,519	547	3,293	126	2,437	181	723	29
COLORADO	3,412	438	1,451	262	524	62	485	37	584	73
CONNECTICUT	3,416	0	1,887	0	588	0	781	0	384	0
DELAWARE	1,111	70	535	43	73	0	185	7	241	23
DISTRICT OF COLUMBIA	693	0	310	4	68	1	149	0	183	3
FLORIDA	18,276	2,343	3,374	686	1,535	250	2,219	306	1,795	687
GEORGIA	8,582	628	1,644	122	763	69	2,179	192	1,514	199
HAWAII	819	0	429	3	126	0	118	2	47	0
IDaho	973	30	479	12	186	4	183	9	28	4
ILLINOIS	24,818	175	4,790	35	2,149	32	2,863	10	2,283	50
INDIANA	8,478	819	2,229	186	888	58	2,280	199	642	89
IOWA	4,392	971	1,578	489	454	32	1,253	182	628	108
KANSAS	3,678	78	1,853	20	485	3	488	8	438	17
KENTUCKY	3,888	389	1,389	132	472	33	1,382	138	256	41
LOUISIANA	8,385	1,251	2,374	534	1,187	156	1,471	334	629	117
MAINE	2,488	186	1,334	43	388	30	512	13	333	46
MARYLAND	8,121	389	2,688	128	1,179	78	962	44	482	43
MASSACHUSETTS	8,884	0	2,128	0	1,381	0	1,273	0	823	0
MICHIGAN	11,323	674	3,231	253	1,356	79	3,347	137	2,178	149
MINNESOTA	8,633	0	2,557	0	1,271	0	1,638	0	727	0
MISSISSIPPI	3,384	486	1,531	180	582	128	1,189	154	35	9
MISSOURI	5,817	481	2,489	182	988	0	1,444	196	714	136
MONTANA	779	0	—	—	—	0	—	0	—	0
NEBRASKA	1,885	54	177	7	319	11	162	6	79	12
NEVADA	945	117	533	57	116	14	114	20	88	13
NEW HAMPSHIRE	1,443	282	588	126	357	19	184	25	189	89
NEW JERSEY	12,885	778	8,161	275	2,298	351	942	39	1,759	64
NEW MEXICO	2,887	188	1,325	68	578	47	354	26	438	23
NEW YORK	28,885	4,267	10,888	1,888	2,928	369	2,988	378	5,818	982
NORTH CAROLINA	8,234	478	1,981	124	863	67	1,891	122	831	92
NORTH DAKOTA	889	78	284	36	227	18	257	11	51	9
OHIO	14,153	987	5,672	429	1,281	88	4,148	193	995	89
OKLAHOMA	4,751	488	1,485	163	881	116	1,933	118	166	68
OREGON	2,888	282	1,833	55	421	28	626	22	315	40
PENNSYLVANIA	11,638	888	4,878	188	1,488	85	3,213	136	1,744	181
PUERTO RICO	1,883	158	183	11	43	5	1,233	93	98	6
RHODE ISLAND	1,148	29	723	20	148	4	96	0	72	0
SOUTH CAROLINA	3,948	988	1,232	383	585	117	1,482	282	419	116
SOUTH DAKOTA	1,133	283	—	—	171	0	—	0	—	0
TENNESSEE	4,325	188	1,972	78	659	4	1,874	35	169	27
TEXAS	18,479	1,945	7,844	1,888	2,238	288	3,888	337	1,888	216
UTAH	1,058	128	548	35	242	17	281	25	532	38
VERMONT	847	5	178	0	149	5	210	0	52	0
VIRGINIA	6,431	1,638	3,813	114	798	199	1,458	271	732	228
WASHINGTON	3,628	151	2,836	23	448	19	518	92	226	6
WEST VIRGINIA	3,116	1,974	1,154	436	481	148	998	257	293	175
WISCONSIN	8,182	1,382	2,884	519	1,281	184	1,275	155	1,135	482
WYOMING	737	58	483	24	124	7	92	7	58	9
AMERICAN SAMOA	32	3	4	0	0	0	16	2	0	0
GUAM	155	41	49	12	11	3	63	21	4	2
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	333	75	161	33	47	38	66	8	34	7
U.S. & INSULAR AREAS	291,884	27,474	111,427	18,785	39,747	3,584	61,411	5,814	32,774	4,781
50 STATES, D.C., & P.R.	291,434	27,385	111,213	18,748	39,689	3,471	61,284	4,991	32,737	4,692

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

(T2E288)

TABLE BE1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	134	3	157	3	74	0	—	2	62	1
ALASKA	32	5	44	10	16	2	13	0	12	3
ARIZONA	144	17	191	15	75	4	122	9	67	5
ARKANSAS	66	7	47	3	10	2	6	0	36	6
CALIFORNIA	490	19	663	27	479	19	214	9	136	6
COLORADO	116	6	227	21	61	14	—	0	42	4
CONNECTICUT	36	0	0	0	26	0	277	0	16	0
DELAWARE	29	0	16	2	33	0	5	1	9	0
DISTRICT OF COLUMBIA	6	0	6	0	9	0	16	0	10	0
FLORIDA	333	48	—	0	448	100	368	39	173	34
GEORGIA	148	16	—	0	156	15	85	6	72	5
HAWAII	25	0	26	1	33	0	—	0	10	0
IDAHO	16	0	0	0	0	0	20	0	0	0
ILLINOIS	657	6	410	0	206	0	—	6	100	4
INDIANA	280	16	179	34	97	19	10	11	97	7
IOWA	171	30	161	50	82	7	2	0	52	3
KANSAS	113	4	91	6	15	1	—	0	41	5
KENTUCKY	130	12	167	20	29	3	77	2	67	6
LOUISIANA	247	29	136	20	66	20	150	24	92	15
MAINE	54	23	207	14	46	15	100	6	10	6
MARYLAND	179	2	362	11	61	2	41	0	96	0
MASSACHUSETTS	84	0	132	0	66	0	84	0	36	0
MICHIGAN	421	22	225	6	—	0	400	17	133	10
MINNESOTA	166	0	—	0	232	0	—	0	46	0
MISSISSIPPI	78	9	36	4	50	0	—	0	36	3
MISSOURI	83	6	5	0	83	18	0	0	23	0
MONTANA	—	0	—	0	—	0	—	0	—	0
NEBRASKA	47	2	39	4	6	1	0	0	16	1
NEVADA	25	1	42	5	6	2	16	3	10	0
NEW HAMPSHIRE	20	0	91	18	7	1	14	0	11	2
NEW JERSEY	133	5	943	36	66	3	250	4	10	0
NEW MEXICO	65	2	123	9	64	2	13	1	46	3
NEW YORK	927	117	1,489	201	283	25	—	0	413	51
NORTH CAROLINA	341	30	206	26	67	4	109	0	61	11
NORTH DAKOTA	33	3	—	0	16	0	3	0	15	1
OHIO	292	13	1,183	133	562	35	—	0	60	7
OKLAHOMA	94	13	186	23	36	2	13	2	46	8
OREGON	129	26	—	3	114	7	106	14	64	14
PENNSYLVANIA	482	57	149	16	223	14	0	0	235	41
PUERTO RICO	82	2	200	25	20	0	23	2	34	5
RHODE ISLAND	26	4	16	1	2	0	51	0	7	0
SOUTH CAROLINA	137	24	16	7	77	23	60	9	83	18
SOUTH DAKOTA	—	0	—	0	—	0	—	0	—	0
TENNESSEE	89	0	135	25	60	11	124	11	40	3
TEXAS	526	34	411	13	247	18	279	18	317	7
UTAH	114	1	152	11	21	0	10	1	52	0
VERMONT	21	0	19	0	7	0	7	0	3	0
VIRGINIA	163	36	112	42	51	15	34	15	75	20
WASHINGTON	81	1	114	1	60	6	121	2	19	1
WEST VIRGINIA	85	22	—	0	44	16	24	13	49	9
WISCONSIN	119	13	—	0	222	4	—	0	61	6
WYOMING	14	1	24	3	13	1	4	0	4	0
AMERICAN SAMOA	3	0	5	1	0	0	0	0	0	0
GUAM	7	0	17	3	0	0	2	0	1	0
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	2	1	15	4	5	0	2	0	2	0
U.S. & INSULAR AREAS	8,200	679	9,078	866	4,661	446	3,376	230	3,261	342
50 STATES, D.C. & P.R.	8,100	678	9,041	860	4,676	446	3,372	230	3,256	342

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

(T2E206)

TABLE BE1
NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986
BY HANDICAPPING CONDITION

STATE	+---DEAF-BLIND---+	
	EMPLOYED	NEEDED
ALABAMA	3	0
ALASKA	4	0
ARIZONA	37	0
ARKANSAS	3	1
CALIFORNIA	21	0
COLORADO	2	0
CONNECTICUT	0	0
DELAWARE	4	0
DISTRICT OF COLUMBIA	8	0
FLORIDA	9	0
GEORGIA	-	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	-	0
INDIANA	7	0
IOWA	12	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	9	0
MAINE	4	0
MARYLAND	7	2
MASSACHUSETTS	6	0
MICHIGAN	0	0
MINNESOTA	-	0
MISSISSIPPI	4	2
MISSOURI	6	0
MONTANA	-	0
NEBRASKA	0	0
NEVADA	0	3
NEW HAMPSHIRE	3	1
NEW JERSEY	36	1
NEW MEXICO	5	1
NEW YORK	-	0
NORTH CAROLINA	4	0
NORTH DAKOTA	4	0
OHIO	-	0
OKLAHOMA	7	2
OREGON	0	1
PENNSYLVANIA	23	10
PUERTO RICO	15	1
RHODE ISLAND	0	0
SOUTH CAROLINA	1	7
SOUTH DAKOTA	-	0
TENNESSEE	3	0
TEXAS	25	14
UTAH	3	0
VERMONT	1	0
VIRGINIA	2	0
WASHINGTON	3	0
WEST VIRGINIA	0	0
WISCONSIN	5	0
WYOMING	0	0
AMERICAN SAMOA	2	0
GUAM	1	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	0	0
U.S. & INSULAR AREAS	298	46
50 STATES, D.C. & P.R.	295	46

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

(T2E206)

TABLE BE2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,289	38	89	1	21	2	8	1	11	2
ALASKA	953	100	2	0	21	4	0	0	13	2
ARIZONA	2,729	256	67	4	54	8	0	0	41	11
ARKANSAS	889	104	4	0	4	1	0	5	5	0
CALIFORNIA	23,579	977	84	2	14	1	0	0	11	0
COLORADO	3,382	569	288	59	131	41	9	0	46	20
CONNECTICUT	3,941	—	183	—	—	—	7	29	—	—
DELAWARE	721	32	13	0	10	3	—	—	—	—
DISTRICT OF COLUMBIA	712	9	36	0	17	0	6	0	11	0
FLORIDA	8,159	823	282	29	112	28	7	0	9	0
GEORGIA	3,444	285	188	10	41	7	9	5	91	28
HAWAII	898	179	41	11	21	6	10	1	48	5
IDAH0	617	45	15	2	0	0	0	0	17	7
ILLINOIS	16,885	135	1,317	21	226	27	0	0	0	0
INDIANA	4,988	579	181	17	75	11	14	—	186	24
IOWA	3,372	184	183	6	28	6	49	7	71	13
KANSAS	2,729	46	183	—	16	3	12	0	10	15
KENTUCKY	2,988	168	41	1	33	6	0	0	11	2
LOUISIANA	7,336	1,345	239	54	87	31	10	1	57	11
MAINE	2,927	1,183	64	41	16	48	0	2	40	26
MARYLAND	5,877	218	162	8	87	7	6	88	10	39
MASSACHUSETTS	6,856	8	489	0	87	0	16	8	86	9
MICHIGAN	7,882	381	810	55	87	9	—	—	56	0
MINNESOTA	5,814	—	467	—	261	9	23	0	183	13
MISSISSIPPI	1,828	127	36	2	181	—	12	—	76	—
MISSOURI	2,428	0	35	6	6	2	0	2	11	3
MONTANA	899	43	6	0	34	0	0	0	21	0
NEBRASKA	984	13	13	0	8	2	1	0	5	1
NEVADA	656	83	2	0	10	1	0	0	19	1
NEW HAMPSHIRE	2,289	219	36	5	6	1	2	0	6	2
NEW JERSEY	15,158	557	1,058	35	89	11	4	0	32	3
NEW MEXICO	2,689	159	32	8	149	22	21	1	145	11
NEW YORK	29,538	0	—	—	119	38	1	1	66	17
NORTH CAROLINA	4,375	343	183	13	177	—	—	—	135	—
NORTH DAKOTA	631	15	38	1	58	14	31	13	78	15
OHIO	3,881	489	0	0	32	1	3	0	22	9
OKLAHOMA	2,387	391	28	21	146	32	16	5	185	48
OREGON	2,881	137	17	1	22	12	11	9	35	17
PENNSYLVANIA	10,183	256	185	0	46	3	3	0	61	5
PUERTO RICO	1,358	211	84	22	139	0	11	2	182	1
RHODE ISLAND	1,224	22	88	0	14	15	0	0	5	14
SOUTH CAROLINA	3,812	423	55	11	13	1	0	0	14	0
SOUTH DAKOTA	1,979	138	5	5	14	5	12	1	21	7
TENNESSEE	3,854	4	75	0	7	27	0	6	23	17
TEXAS	13,247	883	79	0	25	6	15	0	58	0
UTAH	1,253	79	63	1	89	17	15	0	63	6
VERMONT	955	0	11	0	19	1	1	0	45	1
VIRGINIA	5,782	1,883	321	78	5	0	2	0	3	0
WASHINGTON	2,735	147	41	1	184	29	8	1	87	38
WEST VIRGINIA	1,724	222	6	0	182	20	—	—	45	19
WISCONSIN	4,435	111	312	18	13	4	4	0	15	8
WYOMING	899	51	41	3	114	8	0	0	189	11
AMERICAN SAMOA	23	1	1	0	24	3	0	0	6	2
GUAM	185	1	3	0	0	0	0	0	0	0
NORTHERN MARIANAS	—	—	—	—	4	0	1	0	3	0
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	459	111	22	2	1	2	0	0	3	1
U.S. & INSULAR AREAS	229,872	13,712	7,833	542	3,120	588	367	143	2,534	454
50 STATES, D.C. & P.R.	229,225	13,599	7,887	540	3,115	584	366	143	2,527	453

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

(T2A286)

TABLE BE2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1,155	12	41	3	179	2	394	2	286	9
ALASKA	472	73	3	1	37	3	282	4	88	7
ARIZONA	1,543	188	44	5	97	10	349	9	275	10
ARKANSAS	343	29	5	1	97	6	281	58	9	0
CALIFORNIA	18,594	791	564	16	785	12	1,288	42	1,692	70
COLORADO	1,616	236	8	7	162	15	575	58	316	45
CONNECTICUT	1,892	-	223	-	98	-	412	-	195	-
DELAWARE	364	15	17	0	37	2	77	1	55	2
DISTRICT OF COLUMBIA	131	0	18	1	68	0	284	2	78	2
FLORIDA	4,278	477	98	18	684	64	1,548	54	426	31
GEORGIA	1,853	115	26	3	338	12	341	12	351	20
HAWAII	328	21	7	7	13	0	278	4	7	4
IDaho	486	48	0	0	41	0	0	0	94	2
ILLINOIS	8,317	21	112	1	728	13	2,989	4	1,153	16
INDIANA	2,422	236	44	4	518	68	1,189	158	373	28
IOWA	2,152	97	13	1	188	7	381	22	296	27
KANSAS	1,949	26	13	1	138	0	68	3	328	10
KENTUCKY	1,178	72	133	1	284	0	791	48	181	0
LOUISIANA	3,788	748	331	86	274	56	1,719	149	272	83
MAINE	971	389	18	25	248	37	788	111	48	37
MARYLAND	2,286	48	118	4	241	8	1,518	70	122	18
MASSACHUSETTS	3,179	0	185	0	347	0	1,291	0	382	0
MICHIGAN	4,727	212	82	18	541	38	445	7	748	45
MINNESOTA	3,888	-	198	-	228	7	325	-	359	-
MISSISSIPPI	359	52	9	0	182	7	287	11	25	14
MISSOURI	1,717	0	0	0	183	0	98	0	24	0
MONTANA	458	35	6	1	37	0	0	0	187	4
NEBRASKA	797	9	0	0	38	2	0	0	61	0
NEVADA	412	56	14	1	28	4	78	1	79	18
NEW HAMPSHIRE	1,828	122	23	1	143	15	313	9	128	18
NEW JERSEY	4,628	284	272	41	817	27	988	19	1,813	41
NEW MEXICO	1,538	41	72	3	124	5	278	19	37	9
NEW YORK	18,431	-	1,292	-	2,915	-	3,987	-	2,888	-
NORTH CAROLINA	2,185	178	39	4	278	18	935	45	284	28
NORTH DAKOTA	364	4	15	1	71	3	0	1	37	1
OHIO	1,838	185	118	14	399	35	8	68	981	56
OKLAHOMA	733	91	138	5	155	35	828	183	87	28
OREGON	1,471	79	84	2	183	7	379	6	185	7
PENNSYLVANIA	5,383	258	283	8	838	0	2,852	8	648	0
PUERTO RICO	552	25	73	27	181	22	235	32	55	15
RHODE ISLAND	458	16	88	0	52	2	289	8	118	1
SOUTH CAROLINA	1,441	282	127	8	285	32	885	18	222	30
SOUTH DAKOTA	555	52	157	7	85	23	8	0	18	3
TENNESSEE	2,828	0	138	0	198	3	788	0	258	1
TEXAS	8,471	888	358	0	888	5	48	0	373	15
UTAH	837	62	7	0	67	2	59	1	111	7
VERMONT	183	0	13	0	68	8	193	8	38	6
VIRGINIA	2,885	585	158	18	288	53	989	133	381	91
WASHINGTON	1,582	28	-	-	172	24	383	11	389	45
WEST VIRGINIA	878	121	23	2	125	15	274	12	138	38
WISCONSIN	2,278	0	338	4	192	14	8	0	585	58
WYOMING	438	21	11	0	38	5	182	5	38	3
AMERICAN SAMOA	8	1	2	0	1	0	8	0	8	0
GUAM	98	0	1	0	3	0	39	0	18	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	214	48	3	1	35	8	148	29	11	8
U.S. & INSULAR AREAS	122,584	6,939	5,931	322	14,957	691	31,164	1,325	16,313	997
50 STATES, D.C. & P.R.	122,194	6,898	5,925	321	14,918	683	30,979	1,297	16,292	992

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

(T2A286)

TABLE BE2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	DIAGNOSTIC STAFF		AUDIOLOGISTS		WORK-STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	8	1	9	0	3	0	118	3	34	1
ALASKA	15	2	5	0	15	1	8	2	11	1
ARIZONA	25	7	6	0	23	7	5	11	11	1
ARKANSAS	53	3	3	0	3	1	49	5	134	8
CALIFORNIA	266	75	46	0	98	16	14	1	8	1
COLORADO	0	0	28	6	98	0	68	9	143	29
CONNECTICUT	82	-	-	-	-	-	85	12	0	0
DELAWARE	50	2	1	1	5	0	376	-	568	-
DISTRICT OF COLUMBIA	28	4	1	0	3	8	28	1	39	3
FLORIDA	323	42	29	5	64	17	5	0	11	0
GEORGIA	48	3	28	2	25	2	173	12	177	0
HAWAII	163	70	3	1	7	24	120	7	19	2
IDAH0	0	0	3	1	0	0	11	24	0	0
ILLINOIS	170	-	41	-	0	-	8	0	0	0
INDIANA	36	15	36	9	53	3	181	3	497	6
IOWA	0	0	54	8	6	6	82	19	17	4
KANSAS	-	0	17	0	7	0	44	6	0	0
KENTUCKY	84	3	6	3	19	2	41	0	23	0
LOUISIANA	363	84	50	16	21	2	111	1	178	6
MAINE	180	207	10	18	71	0	98	11	67	5
MARYLAND	60	6	20	20	69	3	130	79	387	38
MASSACHUSETTS	-	-	-	-	-	-	180	0	243	6
MICHIGAN	0	0	15	3	27	0	88	1	15	0
MINNESOTA	163	-	20	-	170	-	10	1	6	0
MISSISSIPPI	70	14	9	5	0	1	368	-	-	-
MISSOURI	256	0	9	0	0	0	56	12	6	2
MONTANA	0	0	7	0	2	0	0	0	59	0
NEBRASKA	0	6	0	0	0	0	7	0	0	0
NEVADA	11	1	4	2	0	0	0	0	3	0
NEW HAMPSHIRE	48	3	1	1	8	1	0	3	13	2
NEW JERSEY	3,428	82	37	1	13	3	68	13	363	18
NEW MEXICO	243	11	17	2	158	0	653	31	1,726	42
NEW YORK	-	-	-	-	14	1	46	2	18	1
NORTH CAROLINA	45	4	28	2	-	-	-	-	-	-
NORTH DAKOTA	0	0	5	0	12	1	184	7	146	6
OHIO	47	0	25	2	0	0	41	3	0	0
OKLAHOMA	71	13	20	18	219	19	145	21	0	0
OREGON	175	6	24	4	38	6	74	5	165	28
PENNSYLVANIA	178	0	32	0	22	1	66	3	278	8
PUERTO RICO	0	21	5	0	68	0	156	0	195	0
RAZUE ISLAND	46	1	3	0	0	0	186	12	7	4
SOUTH CAROLINA	22	5	10	3	13	0	18	1	67	0
SOUTH DAKOTA	0	0	3	1	3	0	174	19	69	0
TENNESSEE	0	0	0	0	21	0	83	3	69	0
TEXAS	1,393	20	15	0	15	0	180	0	189	0
UTAH	14	0	9	1	525	0	541	0	180	0
VERMONT	21	0	16	0	3	1	4	0	481	0
VIRGINIA	80	11	152	0	15	0	23	0	12	1
WASHINGTON	4	2	18	2	31	12	480	26	268	18
WEST VIRGINIA	62	11	30	1	-	-	-	-	157	0
WISCONSIN	154	0	4	0	11	2	83	11	19	3
WYOMING	78	5	8	0	6	0	369	0	48	3
AMERICAN SAMOA	4	0	0	0	6	1	12	0	11	0
GUAM	0	0	0	0	0	0	1	1	64	3
NORTHERN MARIANAS	0	0	0	1	0	0	6	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	0	0
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	7	1	1	0	1	2	3	7	6
U.S. & INSULAR AREAS	6,824	745	901	145	1,909	193	5,782	362	6,806	262
50 STATES, D.C. & P.R.	6,803	738	981	143	1,908	193	5,771	359	6,801	256

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

(T2A206)

TABLE BE2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND
NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED
ALABAMA	21	2
ALASKA	0	6
ARIZONA	6	1
ARKANSAS	2	1
CALIFORNIA	7	0
COLORADO	5	0
CONNECTICUT	—	—
DELAWARE	3	1
DISTRICT OF COLUMBIA	18	0
FLORIDA	24	16
GEORGIA	28	5
HAWAII	8	0
IDAH0	4	0
ILLINOIS	06	—
INDIANA	0	0
IOWA	23	0
KANSAS	20	0
KENTUCKY	50	2
LOUISIANA	50	0
MAINE	16	14
MARYLAND	0	0
MASSACHUSETTS	6	0
MICHIGAN	6	6
MINNESOTA	29	—
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	23	0
NEVADA	5	2
NEW HAMPSHIRE	9	22
NEW JERSEY	06	0
NEW MEXICO	10	2
NEW YORK	1	—
NORTH CAROLINA	71	9
NORTH DAKOTA	4	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	7	0
PENNSYLVANIA	24	3
PUERTO RICO	11	2
RHODE ISLAND	14	0
SOUTH CAROLINA	13	9
SOUTH DAKOTA	15	0
TENNESSEE	20	0
TEXAS	0	0
UTAH	5	2
VERMONT	12	0
VIRGINIA	21	0
WASHINGTON	—	—
WEST VIRGINIA	15	4
WISCONSIN	40	0
WYOMING	4	1
AMERICAN SAMOA	2	9
GUAM	2	0
NORTHERN MARIANAS	—	—
TRUST TERRITORIES	—	—
VIRGIN ISLANDS	—	—
BUR. OF INDIAN AFFAIRS	5	0
U.S. & INSULAR AREAS	829	06
50 STATES, D.C. & P.R.	820	06

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50
STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES
AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

(T2A206)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

ALL CONDITIONS

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	1,393	1,685	189	1,072	336	4,525
ALASKA	384	29	3	96	341	766
ARIZONA	1,216	145	75	587	558	2,583
ARKANSAS	1,246	438	84	448	168	2,376
CALIFORNIA	3,135	4,275	374	4,681	6,863	19,368
COLORADO	1,189	51	94	526	628	2,468
CONNECTICUT	4,488	411	116	36	167	5,138
DELAWARE	324	118	54	388	33	837
DISTRICT OF COLUMBIA	92	124	3	2	14	235
FLORIDA	1,792	2,178	194	2,155	825	7,136
GEORGIA	1,563	1,858	51	1,741	298	4,613
HAWAII	146	154	21	63	73	457
IDaho	328	82	15	218	43	678
ILLINOIS	6,841	227	486	4,537	0	12,071
INDIANA	2,757	919	128	1,478	1,851	6,317
IONIA	1,854	153	39	728	411	3,285
KANSAS	1,227	63	9	411	128	1,838
KENTUCKY	2,279	212	96	1,842	363	3,932
LOUISIANA	878	1,812	183	1,595	857	4,347
MAINE	632	284	128	188	0	1,078
MARYLAND	877	52	197	749	1,526	3,481
MASSACHUSETTS	0	5,081	264	2,188	453	7,878
MICHIGAN	3,245	688	5	1,681	24	5,643
MINNESOTA	3,294	1,388	7	814	344	5,768
MISSISSIPPI	621	1,278	77	668	115	2,759
MISSOURI	2,638	1,428	96	2,388	572	7,116
MONTANA	461	88	26	152	38	759
NEBRASKA	1,288	284	0	71	93	1,577
NEVADA	281	187	5	51	7	451
NEW HAMPSHIRE	367	85	48	439	68	991
NEW JERSEY	8,837	43	148	2,222	288	8,738
NEW MEXICO	734	88	21	343	98	1,282
NEW YORK	4,824	2,682	533	7,114	0	15,153
NORTH CAROLINA	2,819	982	188	1,688	455	6,096
NORTH DAKOTA	188	28	28	47	14	298
OHIO	6,167	533	395	1,947	677	9,919
OKLAHOMA	2,328	83	42	574	314	3,342
OREGON	1,168	98	2	361	618	2,223
PENNSYLVANIA	4,992	687	281	2,888	2,699	18,647
PUERTO RICO	65	58	123	475	181	982
RHODE ISLAND	588	0	57	473	99	1,289
SOUTH CAROLINA	1,352	872	267	1,828	617	4,136
SOUTH DAKOTA	0	367	62	117	89	635
TENNESSEE	121	189	4	595	227	1,056
TEXAS	3,647	5,128	0	3,321	0	12,888
UTAH	891	73	88	243	118	1,285
VERMONT	198	15	0	134	26	365
VIRGINIA	1,788	993	82	1,188	626	4,689
WASHINGTON	827	181	45	517	219	1,789
WEST VIRGINIA	1,367	14	0	421	288	2,082
WISCONSIN	4,186	48	28	298	411	4,877
WYOMING	363	18	5	94	53	473
AMERICAN SAMOA	3	1	0	3	0	7
GUAM	76	0	0	31	3	110
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	37	16	17	39	18	119
U.S. & INSULAR AREAS	98,921	36,871	5,182	56,156	24,493	213,623
50 STATES, D.C. & P.R.	98,885	36,854	5,165	56,083	24,488	213,387

DATA AS OF OCTOBER 1, 1987.

(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	ALL CONDITIONS				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	36.32	36.67	2.37	23.33	7.31
ALASKA	36.66	2.61	6.36	12.79	44.52
ARIZONA	47.15	5.61	2.96	22.73	21.66
ARKANSAS	52.44	16.43	3.54	18.66	6.73
CALIFORNIA	16.24	22.14	1.94	24.14	35.54
COLORADO	47.52	2.67	3.62	21.36	25.26
CONNECTICUT	65.77	6.61	2.26	6.76	3.26
DELAWARE	36.71	14.16	6.45	36.66	3.94
DISTRICT OF COLUMBIA	36.15	52.77	1.26	6.65	5.96
FLORIDA	25.11	36.41	2.72	36.26	11.56
GEORGIA	32.56	22.94	1.11	37.74	5.64
HAWAII	31.95	33.76	4.66	13.79	15.97
IDaho	46.36	12.66	2.21	36.97	6.34
ILLINOIS	56.67	1.66	3.66	37.56	6.66
INDIANA	43.64	14.55	1.96	23.27	16.64
IOWA	56.46	4.66	1.19	22.16	12.51
KANSAS	67.66	3.44	6.46	22.46	6.56
KENTUCKY	57.96	5.36	2.44	26.56	7.71
LOUISIANA	26.61	23.26	2.37	34.62	19.71
MAINE	56.67	19.67	11.76	16.66	6.66
MARYLAND	25.79	1.53	5.79	22.62	44.67
MASSACHUSETTS	6.66	64.24	3.35	26.66	5.75
MICHIGAN	57.56	12.19	6.66	29.79	6.43
MINNESOTA	57.11	22.66	6.14	14.11	5.96
MISSISSIPPI	22.51	46.32	2.79	24.21	4.17
MISSOURI	37.66	26.63	1.35	33.52	6.64
MONTANA	66.74	11.66	3.43	26.63	3.95
NEBRASKA	76.66	12.94	6.66	4.56	5.96
NEVADA	44.57	41.46	1.11	11.31	1.55
NEW HAMPSHIRE	37.63	6.56	4.64	44.59	6.65
NEW JERSEY	66.66	6.46	1.66	25.43	3.36
NEW MEXICO	57.25	6.71	1.64	26.76	7.64
NEW YORK	31.64	17.76	3.52	46.95	6.66
NORTH CAROLINA	46.24	15.76	2.95	27.56	7.46
NORTH DAKOTA	65.17	6.96	6.96	16.21	4.63
OHIO	62.17	5.37	3.96	19.63	6.64
OKLAHOMA	66.66	2.46	1.26	17.16	9.46
OREGON	52.16	4.65	6.66	16.24	27.44
PENNSYLVANIA	46.66	6.26	1.66	19.61	25.35
PUERTO RICO	7.21	6.43	13.64	52.66	26.67
RHODE ISLAND	47.97	6.66	4.71	36.12	6.19
SOUTH CAROLINA	32.66	21.66	6.46	24.65	14.92
SOUTH DAKOTA	6.66	57.66	9.76	16.43	14.62
TENNESSEE	11.46	16.32	6.36	56.34	21.56
TEXAS	36.17	42.36	6.66	27.47	6.66
UTAH	57.34	6.66	6.64	26.17	9.79
VERMONT	52.65	4.11	6.66	36.71	7.12
VIRGINIA	36.36	21.27	1.76	25.27	13.41
WASHINGTON	46.36	5.91	2.63	36.25	12.61
WEST VIRGINIA	66.26	6.76	6.66	21.63	9.99
WISCONSIN	64.67	6.96	6.57	5.95	6.43
WYOMING	64.66	3.61	1.66	19.67	11.21
AMERICAN SAMOA	42.66	14.29	6.66	42.66	6.66
GUAM	66.66	6.66	6.66	26.16	2.73
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	31.66	13.45	14.29	32.77	6.46
U.S. & INSULAR AREAS	42.56	17.26	2.43	26.29	11.47
56 STATES, D.C. & P.R.	42.55	17.27	2.42	26.26	11.47

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 56 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACL18:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

LEARNING DISABLED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	911	137	2	359	113	1,522
ALASKA	266	0	0	85	311	678
ARIZONA	769	37	13	352	268	1,439
ARKANSAS	691	157	9	211	75	1,143
CALIFORNIA	1,939	2,632	51	2,689	3,843	11,095
COLORADO	617	16	1	232	214	1,090
CONNECTICUT	2,511	95	19	11	71	2,787
DELAWARE	236	49	0	187	0	469
DISTRICT OF COLUMBIA	79	25	0	0	4	99
FLORIDA	1,219	355	11	944	355	2,875
GEORGIA	963	181	3	581	84	1,632
HAWAII	199	77	5	31	17	236
IDAH0	215	16	0	147	33	411
ILLINOIS	3,287	16	16	1,482	0	4,801
INDIANA	1,349	56	2	585	449	2,441
IOWA	1,968	45	0	331	212	1,956
KANSAS	1,766	12	1	289	57	976
KENTUCKY	1,216	23	9	389	174	1,821
LOUISIANA	588	365	14	719	361	1,967
MAINE	365	46	36	39	0	511
MARYLAND	332	0	0	422	722	1,476
MASSACHUSETTS	0	1,787	93	742	162	2,784
MICHIGAN	1,936	295	0	738	8	2,977
MINNESOTA	1,319	644	2	568	297	2,830
MISSISSIPPI	469	695	12	378	62	1,586
MISSOURI	1,466	334	2	1,074	224	3,040
MONTANA	368	33	0	96	25	462
NEBRASKA	752	185	0	25	15	897
NEVADA	177	113	0	36	2	331
NEW HAMPSHIRE	292	48	0	269	39	644
NEW JERSEY	3,517	0	16	1,896	122	4,745
NEW MEXICO	451	22	0	291	58	732
NEW YORK	3,429	566	199	3,697	0	7,783
NORTH CAROLINA	1,925	294	2	835	164	3,132
NORTH DAKOTA	121	3	2	32	18	166
OHIO	2,263	0	3	518	528	3,304
OKLAHOMA	1,364	28	11	319	153	1,675
OREGON	619	55	0	298	459	1,421
PENNSYLVANIA	2,532	127	6	944	1,144	4,753
PUERTO RICO	0	15	2	133	37	193
RHODE ISLAND	446	0	4	378	59	879
SOUTH CAROLINA	646	147	38	296	192	1,321
SOUTH DAKOTA	0	224	2	72	19	317
TENNESSEE	96	62	2	396	133	691
TEXAS	2,282	3,136	0	2,324	0	6,264
UTAH	365	12	2	71	19	469
VERMONT	98	1	0	68	7	166
VIRGINIA	1,265	182	0	543	227	2,217
WASHINGTON	841	63	13	376	186	1,279
WEST VIRGINIA	813	2	0	127	128	1,070
WISCONSIN	2,186	0	0	123	126	2,335
WYOMING	282	7	0	58	36	297
AMERICAN SAMOA	-	-	-	-	-	-
GUAM	41	0	0	21	1	63
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	51,628	13,158	598	26,644	11,955	103,967
50 STATES, D.C. & P.R.	51,567	13,158	598	26,623	11,954	103,904

DATA AS OF OCTOBER 1, 1987.

(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	LEARNING DISABLED				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	59.86	9.00	0.13	23.59	7.42
ALASKA	39.79	1.19	0.00	12.69	46.42
ARIZONA	53.44	2.57	0.98	24.46	16.62
ARKANSAS	60.45	13.74	0.79	16.46	6.56
CALIFORNIA	17.44	23.79	0.46	23.56	34.73
COLORADO	57.13	1.48	0.09	21.46	19.61
CONNECTICUT	92.76	3.51	0.70	0.41	2.62
DELAWARE	49.17	10.21	0.00	38.96	1.67
DISTRICT OF COLUMBIA	70.71	25.25	0.00	0.00	4.04
FLORIDA	42.09	12.35	0.36	32.83	12.35
GEORGIA	52.06	6.19	0.18	35.00	5.15
HAWAII	43.48	33.48	2.17	13.46	7.39
IDaho	52.31	3.89	0.00	35.77	6.03
ILLINOIS	68.46	0.33	6.33	30.67	0.00
INDIANA	55.26	2.29	0.06	23.97	18.39
IOWA	64.49	2.72	0.00	19.99	12.80
KANSAS	72.34	1.23	0.10	20.49	5.84
KENTUCKY	66.76	1.26	0.49	21.91	9.56
LOUISIANA	29.59	18.37	0.70	36.19	15.15
MAINE	74.21	11.19	7.30	7.36	0.00
MARYLAND	22.49	0.00	0.00	28.59	48.92
MASSACHUSETTS	0.00	64.19	3.34	26.65	5.82
MICHIGAN	65.63	9.91	0.00	24.79	0.27
MINNESOTA	46.61	22.70	0.07	20.07	10.49
MISSISSIPPI	29.57	41.93	0.76	23.83	3.91
MISSOURI	46.25	10.99	0.07	35.33	7.37
MONTANA	66.67	7.14	0.00	20.78	5.41
NEBRASKA	83.84	11.71	0.00	2.79	1.67
NEVADA	53.47	34.14	0.00	11.78	0.00
NEW HAMPSHIRE	43.79	7.45	0.93	41.77	6.06
NEW JERSEY	74.12	0.00	0.21	23.10	2.57
NEW MEXICO	61.61	3.01	0.00	27.46	7.92
NEW YORK	43.94	7.27	2.44	46.34	0.00
NORTH CAROLINA	61.46	6.51	0.13	26.66	5.24
NORTH DAKOTA	72.62	1.79	1.19	19.95	5.95
OHIO	66.49	0.00	0.09	15.44	15.96
OKLAHOMA	72.75	1.49	0.59	17.61	6.16
OREGON	43.56	3.67	0.00	20.27	32.30
PENNSYLVANIA	53.27	2.67	0.13	19.66	24.67
PUERTO RICO	3.11	7.77	1.64	66.91	19.17
RHODE ISLAND	50.74	0.00	0.46	42.09	6.71
SOUTH CAROLINA	46.90	11.13	2.88	22.56	14.53
SOUTH DAKOTA	0.00	70.66	0.63	22.71	5.99
TENNESSEE	13.89	8.97	0.29	57.60	19.25
TEXAS	33.91	37.97	0.00	28.12	0.00
UTAH	77.83	2.56	0.43	15.14	4.05
VERMONT	59.84	0.00	0.00	36.14	4.22
VIRGINIA	57.06	8.21	0.00	24.49	10.24
WASHINGTON	50.12	4.93	1.02	29.40	14.54
WEST VIRGINIA	75.96	0.19	0.00	11.67	11.96
WISCONSIN	89.43	0.00	0.00	5.22	5.35
WYOMING	66.01	2.36	0.00	16.84	12.79
AMERICAN SAMOA	-	-	-	-	-
GUAM	65.06	0.00	0.00	33.33	1.59
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. & INSULAR AREAS	49.66	12.65	0.57	25.63	11.50
50 STATES, D.C. & P.R.	49.65	12.66	0.57	25.62	11.50

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACLIB:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

SPEECH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	35	28	5	3	33	102
ALASKA	6	1	0	0	4	11
ARIZONA	21	0	1	12	0	42
ARKANSAS	20	4	0	6	3	33
CALIFORNIA	871	1,185	0	1,176	1,734	4,966
COLORADO	17	1	1	4	3	26
CONNECTICUT	78	5	0	0	4	87
DELAWARE	0	0	0	1	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	143	120	1	100	5	369
GEORGIA	30	0	1	20	3	82
HAWAII	7	2	0	0	1	10
IDaho	5	3	0	1	0	11
ILLINOIS	188	2	7	57	0	234
INDIANA	243	524	5	37	91	900
IOWA	0	0	0	0	0	0
KANSAS	20	3	2	3	1	31
KENTUCKY	60	3	1	7	6	86
LOUISIANA	11	0	0	0	52	169
MAINE	10	0	0	3	0	22
MARYLAND	157	0	0	28	122	307
MASSACHUSETTS	0	1,164	61	484	106	1,815
MICHIGAN	90	0	0	0	0	90
MINNESOTA	1,054	58	0	58	1	1,170
MISSISSIPPI	20	57	0	5	0	92
MISSOURI	128	78	2	32	40	280
MONTANA	12	0	2	3	0	23
NEBRASKA	23	0	0	0	2	25
NEVADA	0	3	0	1	0	4
NEW HAMPSHIRE	8	1	0	13	1	23
NEW JERSEY	219	0	4	29	27	279
NEW MEXICO	87	5	0	36	0	130
NEW YORK	38	5	1	23	0	67
NORTH CAROLINA	38	4	5	16	11	74
NORTH DAKOTA	3	0	0	1	0	4
OHIO	800	19	0	14	10	893
OKLAHOMA	48	1	0	4	1	52
OREGON	36	4	0	6	35	81
PENNSYLVANIA	49	6	1	48	136	234
PUERTO RICO	3	0	0	5	2	10
RHODE ISLAND	11	0	0	2	3	16
SOUTH CAROLINA	51	12	0	35	25	123
SOUTH DAKOTA	0	16	1	4	2	23
TENNESSEE	5	2	0	18	6	31
TEXAS	56	21	0	13	0	90
UTAH	6	0	1	0	0	7
VERMONT	9	0	0	4	3	16
VIRGINIA	85	22	0	17	28	152
WASHINGTON	3	4	0	1	1	9
WEST VIRGINIA	22	0	0	5	0	27
WISCONSIN	90	0	0	5	8	104
WYOMING	18	0	0	5	1	24
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	23	3	0	1	1	28
U.S. & INSULAR AREAS	5,032	3,309	103	2,381	2,530	13,445
50 STATES, D.C. & P.R.	5,000	3,306	103	2,380	2,529	13,417

DATA AS OF OCTOBER 1, 1986
(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	SPEECH IMPAIRED				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	34.31	23.49	4.98	2.94	32.35
ALASKA	54.55	9.89	0.00	0.00	36.36
ARIZONA	50.00	0.00	2.36	26.57	19.05
ARKANSAS	66.61	12.12	0.00	18.18	9.00
CALIFORNIA	17.53	23.91	0.00	23.67	34.90
COLORADO	65.36	3.85	3.85	15.36	11.54
CONNECTICUT	69.66	5.75	3.00	0.00	4.66
DELAWARE	0.00	0.00	0.00	100.00	0.00
DISTRICT OF COLUMBIA	-	-	-	-	-
FLORIDA	36.75	32.52	0.27	27.19	1.36
GEORGIA	60.98	9.76	1.22	24.39	3.66
HAWAII	70.00	20.00	0.00	0.00	10.00
IDaho	45.45	45.45	0.00	0.00	0.00
ILLINOIS	71.79	0.00	2.99	24.36	0.00
INDIANA	27.00	50.17	0.56	4.11	18.11
IOWA	-	-	-	-	-
KANSAS	64.52	16.13	6.45	9.68	3.23
KENTUCKY	80.23	3.49	1.16	8.14	6.98
LOUISIANA	10.00	5.50	0.00	36.70	47.71
MAINE	45.45	38.36	4.55	13.64	0.00
MARYLAND	51.14	0.00	0.00	9.12	39.74
MASSACHUSETTS	0.00	64.13	3.36	28.67	5.84
MICHIGAN	100.00	0.00	0.00	0.00	0.00
MINNESOTA	90.00	4.96	0.00	4.96	-
MISSISSIPPI	31.52	61.95	0.09	5.43	1.09
MISSOURI	45.71	27.86	0.71	11.43	14.29
MONTANA	52.17	20.00	8.76	13.04	6.00
NEBRASKA	92.06	0.00	0.00	0.00	0.00
NEVADA	0.00	75.00	0.00	25.00	0.00
NEW HAMPSHIRE	34.78	4.35	0.00	56.52	4.35
NEW JERSEY	76.49	0.00	1.43	18.39	9.68
NEW MEXICO	82.58	3.00	0.00	26.00	5.76
NEW YORK	56.72	7.46	1.49	34.33	0.00
NORTH CAROLINA	51.35	5.41	6.76	21.62	14.86
NORTH DAKOTA	75.00	0.00	0.00	25.00	0.00
OHIO	13.18	2.13	0.00	1.57	1.12
OKLAHOMA	88.46	1.22	0.00	7.69	1.92
OREGON	44.44	4.34	0.00	7.41	43.21
PENNSYLVANIA	26.84	2.56	0.43	17.69	56.97
PUERTO RICO	30.00	0.00	0.00	50.00	20.00
RHODE ISLAND	68.75	1.00	0.30	12.50	17.75
SOUTH CAROLINA	41.46	9.76	0.00	28.46	20.33
SOUTH DAKOTA	0.00	69.57	4.35	17.39	8.76
TENNESSEE	16.13	6.45	0.00	56.00	19.35
TEXAS	62.22	23.33	0.00	14.44	0.00
UTAH	81.71	0.00	14.29	0.00	0.00
VERMONT	56.25	0.00	0.00	25.00	18.75
VIRGINIA	55.92	14.47	0.00	11.18	18.42
WASHINGTON	33.33	44.74	0.00	11.11	11.11
WEST VIRGINIA	81.46	0.00	0.00	18.52	0.00
WISCONSIN	87.38	0.00	0.00	4.85	7.77
WYOMING	75.00	0.00	0.00	20.83	4.17
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	82.14	18.71	0.00	3.57	3.57
U.S. & INSULAR AREAS	37.43	25.28	0.77	17.71	18.82
50 STATES, D.C. & P.R.	37.33	25.31	0.77	17.74	18.85

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1967.

(SHAACLIB:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

MENTALLY RETARDED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	323	1,434	77	634	186	2,634
ALASKA	12	0	2	4	4	30
ARIZONA	187	85	3	43	39	309
ARKANSAS	439	252	76	215	77	1,053
CALIFORNIA	127	171	122	331	485	1,236
COLORADO	199	20	62	56	73	412
CONNECTICUT	489	225	45	0	2	681
DELAWARE	34	53	41	36	4	172
DISTRICT OF COLUMBIA	14	81	0	0	1	106
FLORIDA	48	1,392	95	479	128	2,134
GEORGIA	293	849	43	654	46	1,879
HAWAII	3	49	0	18	24	93
IDaho	74	49	10	59	9	192
ILLINOIS	1,478	143	286	724	0	2,889
INDIANA	985	289	84	782	412	2,463
IOWA	894	82	28	188	188	944
KANSAS	341	34	4	112	17	586
KENTUCKY	899	152	73	922	87	1,724
LOUISIANA	184	585	65	476	183	1,363
MAINE	188	46	41	19	0	285
MARYLAND	78	31	195	178	95	567
MASSACHUSETTS	0	1,873	58	448	96	1,671
MICHIGAN	431	232	5	298	5	963
MINNESOTA	482	389	3	67	-	951
MISSISSIPPI	82	833	56	288	51	1,099
MISSOURI	742	124	68	632	122	2,486
MONTANA	59	33	11	28	2	133
NEBRASKA	272	53	0	18	36	425
NEVADA	1	46	4	3	3	57
NEW HAMPSHIRE	21	22	23	29	0	183
NEW JERSEY	788	0	188	187	19	1,894
NEW MEXICO	95	44	20	52	11	222
NEW YORK	142	1,672	144	781	0	2,659
NORTH CAROLINA	638	683	139	563	142	2,136
NORTH DAKOTA	51	14	18	4	2	89
OHIO	2,437	442	324	1,217	196	4,616
OKLAHOMA	754	82	30	186	135	1,157
OREGON	189	18	1	19	36	235
PENNSYLVANIA	1,685	414	179	658	618	3,537
PUERTO RICO	38	34	94	298	133	597
RHODE ISLAND	62	0	37	17	7	123
SOUTH CAROLINA	489	572	189	924	258	2,823
SOUTH DAKOTA	0	88	38	21	5	138
TENNESSEE	0	38	2	142	34	225
TEXAS	161	1,148	0	333	0	1,642
UTAH	181	35	18	19	4	177
VERMONT	85	12	0	43	4	124
VIRGINIA	185	857	73	336	67	1,298
WASHINGTON	82	21	10	37	9	159
WEST VIRGINIA	458	0	0	232	44	742
WISCONSIN	989	43	23	0	124	1,185
WYOMING	48	10	4	29	7	89
AMERICAN SAMOA	3	1	0	2	0	6
GUAM	38	0	0	5	1	36
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	6	7	34	7	64
U.S. & INSULAR AREAS	18,447	15,136	3,818	12,858	4,122	53,581
50 STATES, D.C. & P.R.	18,404	15,129	3,811	12,817	4,114	53,475

DATA AS OF OCTOBER 1, 1987.

(T8A188)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

MENTALLY RETARDED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	12.26	54.44	2.92	24.87	6.36
ALASKA	46.00	26.67	6.67	13.33	13.33
ARIZONA	47.95	21.79	9.23	11.63	16.60
ARKANSAS	41.69	23.93	6.65	26.42	7.31
CALIFORNIA	18.28	13.83	9.87	26.78	39.24
COLORADO	48.36	4.85	15.05	14.66	17.72
CONNECTICUT	69.66	33.64	6.61	6.66	6.29
DELAWARE	19.77	31.96	23.84	22.69	2.33
DISTRICT OF COLUMBIA	13.21	65.65	6.66	6.66	6.94
FLORIDA	2.25	65.23	4.45	22.45	5.62
GEORGIA	15.59	45.18	2.29	34.81	2.13
HAWAII	3.23	43.61	6.66	19.35	25.61
IDAHO	36.54	25.52	5.21	26.64	4.69
ILLINOIS	56.57	5.46	10.20	27.75	6.66
INDIANA	39.99	11.37	3.41	28.56	16.73
IOWA	63.98	5.51	2.97	16.95	16.59
KANSAS	67.13	6.66	6.79	22.65	3.35
KENTUCKY	51.62	6.82	4.23	36.28	5.65
LOUISIANA	11.77	36.25	4.67	34.17	13.14
MAINE	63.16	15.79	14.36	6.67	6.66
MARYLAND	13.46	5.47	34.36	29.96	16.75
MASSACHUSETTS	6.66	64.21	3.35	26.69	5.75
MICHIGAN	44.76	24.66	6.32	36.11	6.32
MINNESOTA	56.66	41.96	6.32	7.65	—
MISSISSIPPI	9.29	53.36	5.66	26.66	5.16
MISSOURI	36.81	34.22	2.62	27.66	5.67
MONTANA	44.36	24.81	6.27	21.65	1.56
NEBRASKA	64.66	23.29	6.66	4.24	6.47
NEVADA	1.75	66.76	7.62	26.16	5.63
NEW HAMPSHIRE	26.36	21.36	24.27	17.66	1.74
NEW JERSEY	72.63	6.66	9.14	23.42	4.15
NEW MEXICO	42.79	19.62	9.61	26.36	6.66
NEW YORK	5.34	62.66	5.42	26.36	6.65
NORTH CAROLINA	29.67	31.64	6.66	26.36	4.25
NORTH DAKOTA	57.36	15.73	26.22	4.49	2.25
OHIO	52.79	9.36	7.62	26.36	4.25
OKLAHOMA	65.17	4.49	2.56	16.66	11.67
OREGON	71.91	4.26	6.43	6.66	15.32
PENNSYLVANIA	47.64	11.76	4.81	18.36	17.47
PUERTO RICO	6.37	5.76	15.75	49.92	22.26
RHODE ISLAND	56.41	6.66	36.66	13.62	5.69
SOUTH CAROLINA	24.17	26.27	6.96	25.96	12.75
SOUTH DAKOTA	6.66	56.77	29.23	16.15	3.65
TENNESSEE	4.66	16.66	6.66	63.11	15.11
TEXAS	9.81	60.91	6.66	26.26	6.66
UTAH	57.66	19.77	16.17	16.73	2.26
VERMONT	52.42	9.66	6.66	34.66	3.23
VIRGINIA	12.71	56.62	5.62	25.66	5.16
WASHINGTON	51.57	13.21	6.29	23.27	5.66
WEST VIRGINIA	61.73	1.66	6.66	31.27	5.93
WISCONSIN	63.46	3.63	1.94	6.51	16.46
WYOMING	53.93	11.24	4.49	22.47	7.67
AMERICAN SAMOA	56.66	16.67	6.66	33.33	6.66
GUAM	63.33	6.66	6.66	13.66	2.76
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	15.62	9.36	16.94	53.12	16.94
U.S. & INSULAR AREAS	34.43	26.25	5.63	24.66	7.69
56 STATES, D.C. & P.R.	34.42	26.29	5.63	23.97	7.69

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 56 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1967.

(SMAC18:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	54	46	2	65	12	179
ALASKA	3	0	0	0	17	20
ARIZONA	111	7	18	157	195	486
ARKANSAS	10	2	1	4	2	19
CALIFORNIA	45	60	78	122	167	481
COLORADO	232	7	7	282	277	725
CONNECTICUT	1,146	36	36	22	66	1,386
DELAWARE	44	9	0	75	19	147
DISTRICT OF COLUMBIA	6	3	1	0	9	19
FLORIDA	195	140	73	519	293	1,228
GEORGIA	206	55	1	423	127	812
HAWAII	6	9	0	7	10	32
IDAH0	6	5	4	9	1	27
ILLINOIS	1,478	43	144	2,163	0	3,620
INDIANA	66	16	12	114	67	275
IOWA	106	35	3	232	83	521
KANSAS	187	3	2	87	42	241
KENTUCKY	32	2	1	71	23	129
LOUISIANA	36	34	3	218	261	550
MAINE	92	64	25	32	0	213
MARYLAND	40	0	0	66	362	468
MASSACHUSETTS	0	60	36	286	64	1,061
MICHIGAN	569	140	0	626	18	1,365
MINNESOTA	230	163	2	113	42	552
MISSISSIPPI	7	2	0	0	8	15
MISSOURI	166	96	8	536	172	962
MONTANA	30	6	8	6	2	54
NEBRASKA	64	0	0	28	34	146
NEVADA	9	15	0	6	1	31
NEW HAMPSHIRE	33	11	2	116	13	175
NEW JERSEY	1,064	0	19	655	188	2,066
NEW MEXICO	40	1	0	42	17	100
NEW YORK	911	144	80	2,211	0	3,346
NORTH CAROLINA	96	19	14	235	117	481
NORTH DAKOTA	6	1	0	0	2	19
OHIO	122	9	3	146	117	399
OKLAHOMA	28	0	1	17	18	56
OREGON	64	14	0	34	57	169
PENNSYLVANIA	517	64	8	428	760	1,717
PUERTO RICO	0	0	1	2	2	3
RHODE ISLAND	29	0	8	73	19	129
SOUTH CAROLINA	86	44	16	150	116	412
SOUTH DAKOTA	0	31	1	17	47	96
TENNESSEE	5	1	0	24	19	49
TEXAS	267	390	0	583	0	1,160
UTAH	155	17	27	146	94	433
VERMONT	11	1	0	23	9	44
VIRGINIA	156	73	2	258	260	756
WASHINGTON	32	4	2	86	15	139
WEST VIRGINIA	49	4	0	53	22	128
WISCONSIN	755	0	5	150	146	1,056
WYOMING	16	0	0	18	7	41
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	5	4	0	13
U.S. & INSULAR AREAS	9,091	2,534	657	11,063	4,283	26,968
50 STATES, D.C. & P.R.	9,090	2,532	652	11,794	4,282	26,949

DATA AS OF OCTOBER 1, 1967.

(78-106)

TABLE BF1

PERCENTAGE OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	30.17	25.70	1.12	38.31	6.70
ALASKA	10.71	0.00	0.00	28.57	60.71
ARIZONA	22.84	1.44	3.29	32.38	40.12
ARKANSAS	52.63	10.53	5.26	21.05	10.53
CALIFORNIA	9.38	14.35	16.22	25.38	34.72
COLORADO	32.00	0.97	0.97	27.00	30.21
CONNECTICUT	87.75	2.76	2.76	1.00	5.00
DELAWARE	29.93	0.12	0.00	51.02	12.93
DISTRICT OF COLUMBIA	31.58	15.79	5.26	0.00	47.37
FLORIDA	15.98	11.48	5.00	42.54	24.02
GEORGIA	25.37	0.77	0.12	52.00	15.64
HAWAII	10.75	20.12	0.00	21.07	31.25
IDaho	29.63	10.52	14.81	33.33	3.70
ILLINOIS	30.48	1.13	3.77	56.02	0.00
INDIANA	24.00	5.02	4.36	41.45	24.36
IOWA	32.25	6.72	0.50	44.53	15.93
KANSAS	44.40	1.24	0.83	38.10	17.43
KENTUCKY	24.81	1.95	0.78	55.04	17.83
LOUISIANA	4.95	6.10	0.55	30.27	47.45
MAINE	43.19	30.05	11.74	15.02	0.00
MARYLAND	0.20	0.00	0.00	13.02	78.28
MASSACHUSETTS	0.00	64.11	3.33	26.64	5.92
MICHIGAN	43.15	10.28	0.00	45.08	0.73
MINNESOTA	41.67	29.00	0.30	20.47	7.61
MISSISSIPPI	46.37	13.33	0.00	40.00	0.00
MISSOURI	17.11	9.00	0.81	54.00	17.52
MONTANA	55.56	11.11	14.81	14.81	3.70
NEBRASKA	57.53	0.00	0.00	19.16	23.29
NEVADA	29.63	48.30	0.00	19.35	3.23
NEW HAMPSHIRE	10.00	6.29	1.14	00.29	7.43
NEW JERSEY	52.47	0.00	0.92	41.38	5.23
NEW MEXICO	44.95	0.92	0.00	39.53	15.00
NEW YORK	27.23	4.30	2.30	00.00	0.00
NORTH CAROLINA	19.96	3.95	2.91	48.06	24.32
NORTH DAKOTA	42.11	5.26	0.90	42.11	10.53
OHIO	30.58	2.26	0.75	37.00	29.32
OKLAHOMA	50.00	0.00	1.79	30.38	17.00
OREGON	44.44	7.41	0.00	17.73	30.16
PENNSYLVANIA	30.11	3.73	0.47	24.83	40.77
PUERTO RICO	0.00	0.00	33.33	00.00	0.00
RHODE ISLAND	22.48	0.00	6.20	56.50	14.73
SOUTH CAROLINA	20.87	10.00	3.00	38.41	28.16
SOUTH DAKOTA	0.00	32.29	1.04	17.71	48.00
TENNESSEE	10.20	2.04	0.00	48.00	30.78
TEXAS	23.02	33.02	0.00	43.30	0.00
UTAH	35.00	3.93	6.24	32.33	21.71
VERMONT	25.00	2.27	0.00	82.27	20.45
VIRGINIA	20.58	9.63	0.28	34.04	35.40
WASHINGTON	23.02	2.00	1.44	61.07	10.70
WEST VIRGINIA	30.28	3.13	0.00	41.61	17.19
WISCONSIN	71.50	0.00	0.47	14.20	13.83
WYOMING	43.90	0.00	0.60	30.02	17.07
AMERICAN SAMOA	-	-	-	-	-
GUAM	0.00	0.00	0.00	83.33	16.67
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	15.38	15.38	30.46	30.77	0.00
U.S. & INSULAR AREAS	33.45	8.75	2.27	40.74	14.79
50 STATES, D.C. & P.R.	33.47	8.75	2.25	40.74	14.79

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(3M4CL18;REPMA3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1965-1966
BY REASON FOR EXIT

STATE	HAND OF HEARING & DEAF					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	24	13	1	2	2	42
ALASKA	10	0	0	1	2	13
ARIZONA	33	0	1	7	4	45
ARKANSAS	43	0	3	5	0	50
CALIFORNIA	41	55	0	84	124	304
COLORADO	36	1	0	8	9	54
CONNECTICUT	98	24	4	0	4	130
DELAWARE	3	3	0	0	0	6
DISTRICT OF COLUMBIA	2	1	0	0	0	3
FLORIDA	96	50	5	21	5	148
GEORGIA	29	13	0	6	0	48
HAWAII	14	11	3	3	5	36
IDAH0	10	0	1	1	0	11
ILLINOIS	183	1	11	31	0	226
INDIANA	46	3	1	7	0	65
IOWA	67	0	1	1	4	72
KANSAS	10	1	0	4	1	24
KENTUCKY	22	0	1	11	2	42
LOUISIANA	36	57	0	31	27	151
MAINE	13	9	0	18	0	40
MARYLAND	125	0	0	11	45	181
MASSACHUSETTS	0	71	4	28	4	107
MICHIGAN	81	15	0	15	0	111
MINNESOTA	72	6	0	2	0	80
MISSISSIPPI	11	13	0	4	0	28
MISSOURI	92	18	0	30	10	150
MONTANA	1	0	0	0	0	1
NEBRASKA	23	0	0	0	2	25
NEVADA	7	1	0	2	0	10
NEW HAMPSHIRE	11	1	3	4	1	20
NEW JERSEY	113	0	0	0	5	128
NEW MEXICO	14	7	0	2	0	23
NEW YORK	78	91	9	29	0	285
NORTH CAROLINA	51	9	0	5	4	73
NORTH DAKOTA	0	0	0	7	0	7
OHIO	110	0	3	5	0	128
OKLAHOMA	56	0	0	3	5	64
OREGON	13	2	0	3	5	21
PENNSYLVANIA	110	18	0	14	57	207
PUERTO RICO	7	4	11	7	5	34
RHODE ISLAND	12	0	1	1	3	17
SOUTH CAROLINA	52	46	0	14	0	118
SOUTH DAKOTA	0	7	1	3	0	9
TENNESSEE	1	2	0	1	5	11
TEXAS	79	112	0	24	4	215
UTAH	31	1	0	0	1	39
VERMONT	3	1	0	1	0	5
VIRGINIA	42	20	0	9	3	74
WASHINGTON	14	0	0	5	0	19
WEST VIRGINIA	14	0	0	1	1	16
WISCONSIN	43	0	0	3	3	49
WYOMING	5	1	0	1	0	7
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	0	0	2
NORTHERN MARIANAS	--	--	--	--	--	--
TRUST TERRITORIES	--	--	--	--	--	--
VIRGIN ISLANDS	--	--	--	--	--	--
BUR. OF INDIAN AFFAIRS	1	0	0	0	2	3
U.S. & INSULAR AREAS	2,006	711	74	486	306	3,783
50 STATES, D.C. & P.R.	2,063	711	74	486	364	3,698

DATA AS OF OCTOBER 1, 1967.

(T8A186)

TABLE R-1

PERCENTAGE OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

HARD OF HEARING & DEAF

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	57.14	38.85	2.38	4.78	4.78
ALASKA	78.92	0.00	0.00	7.89	15.35
ARIZONA	73.33	0.00	2.22	15.56	6.89
ARKANSAS	72.88	13.58	5.00	8.47	6.89
CALIFORNIA	13.49	18.89	0.00	27.63	48.79
COLORADO	68.67	1.85	0.00	14.81	16.67
CONNECTICUT	75.36	18.48	3.28	0.00	3.66
DELAWARE	58.88	58.88	0.00	0.00	0.00
DISTRICT OF COLUMBIA	68.67	53.33	0.00	0.00	0.00
FLORIDA	39.19	39.89	3.38	1.19	3.38
GEORGIA	68.42	27.89	0.00	12.58	0.00
HAWAII	38.89	38.58	8.33	6.33	13.89
IDAH0	58.91	0.00	0.00	9.89	0.00
ILLINOIS	88.97	0.44	4.87	13.72	0.00
INDIANA	78.77	4.82	1.54	18.77	12.31
IOWA	83.88	0.00	0.00	1.38	5.58
KANSAS	75.88	4.17	6.88	18.67	4.17
KENTUCKY	52.38	14.29	2.38	28.19	4.78
LOUISIANA	23.84	37.75	0.00	28.53	17.88
MAINE	27.88	18.75	18.67	37.58	6.88
MARYLAND	68.88	0.00	0.00	6.88	24.88
MASSACHUSETTS	0.00	68.38	3.74	28.17	3.74
MICHIGAN	72.97	13.51	0.00	13.51	0.00
MINNESOTA	58.88	7.58	0.00	2.58	—
MISSISSIPPI	38.29	48.43	0.00	14.29	0.00
MISSOURI	81.33	12.88	3.88	28.88	6.87
MONTANA	188.88	0.00	0.00	0.00	0.00
NEBRASKA	92.88	0.00	0.00	0.00	0.00
NEVADA	78.88	18.88	0.00	28.88	0.00
NEW HAMPSHIRE	55.88	5.88	15.88	28.88	5.88
NEW JERSEY	88.88	8.88	0.00	8.38	3.97
NEW MEXICO	68.87	38.43	0.00	6.78	0.00
NEW YORK	37.87	44.38	4.38	14.15	8.87
NORTH CAROLINA	68.88	12.33	5.48	6.88	5.48
NORTH DAKOTA	—	—	—	—	—
OHIO	87.58	0.00	2.38	5.58	4.78
OKLAHOMA	87.58	0.00	0.00	7.81	4.88
OREGON	81.58	18.32	0.00	14.29	14.29
PENNSYLVANIA	57.88	0.78	0.85	8.78	27.54
PUERTO RICO	28.58	11.78	32.35	28.58	14.71
RHODE ISLAND	78.58	0.00	5.88	5.88	17.88
SOUTH CAROLINA	44.87	38.88	0.00	11.88	5.88
SOUTH DAKOTA	0.00	77.78	11.11	11.11	0.00
TENNESSEE	8.88	18.18	0.00	27.27	48.48
TEXAS	38.74	82.88	0.00	11.18	0.00
UTAH	78.48	2.58	0.00	15.38	2.58
VERMONT	88.88	28.88	0.00	28.88	0.00
VIRGINIA	58.78	27.83	0.00	12.18	4.85
WASHINGTON	73.88	0.00	0.00	28.32	6.88
WEST VIRGINIA	87.58	0.00	0.00	8.25	8.25
WISCONSIN	87.78	0.00	0.00	8.12	8.12
WYOMING	71.43	14.29	0.00	14.29	0.00
AMERICAN SAMOA	—	—	—	—	—
GUAM	188.88	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	33.33	0.84	0.00	0.00	88.67
U.S. & INSULAR AREAS	55.79	19.28	2.88	13.12	9.88
58 STATES, D.C. & P.R.	55.79	19.23	2.88	13.14	9.84

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 58 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SNA118:REPMBAS)

TABLE BF1

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

MULTIHANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	1	19	19	2	5	46
ALASKA	0	1	1	0	2	4
ARIZONA	16	10	8	4	4	42
ARKANSAS	9	0	1	4	0	23
CALIFORNIA	14	16	30	69	101	230
COLORADO	30	4	15	17	37	112
CONNECTICUT	17	13	5	0	9	44
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	—	—	—	—	—	—
GEORGIA	0	2	2	0	0	12
HAWAII	1	1	1	0	0	3
IDAH0	—	—	—	—	—	—
ILLINOIS	9	27	14	14	17	81
INDIANA	23	15	0	3	9	60
IOWA	0	5	0	0	0	5
KANSAS	—	23	9	4	2	45
KENTUCKY	3	12	16	3	5	39
LOUISIANA	0	19	16	1	0	45
MAINE	32	21	0	18	87	218
MARYLAND	0	112	0	46	9	173
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	0	3	2	0	0	5
MINNESOTA	0	0	6	36	2	86
MISSISSIPPI	18	22	6	1	0	29
MISSOURI	7	0	0	0	4	24
MONTANA	26	0	0	0	0	9
NEBRASKA	0	7	1	0	0	9
NEVADA	3	1	4	1	0	9
NEW HAMPSHIRE	180	43	0	36	6	265
NEW JERSEY	12	2	0	5	2	21
NEW MEXICO	36	147	0	115	0	358
NEW YORK	7	21	19	13	11	71
NORTH CAROLINA	—	—	—	—	—	—
NORTH DAKOTA	06	56	52	9	20	203
OHIO	4	0	0	6	2	12
OKLAHOMA	—	—	—	—	—	—
OREGON	0	4	9	1	0	14
PENNSYLVANIA	0	0	0	17	0	25
PUEERTO RICO	0	0	0	0	1	1
RHODE ISLAND	0	2	10	4	2	18
SOUTH CAROLINA	0	0	13	1	3	20
SOUTH DAKOTA	0	0	0	0	1	1
TENNESSEE	5	74	0	10	0	97
TEXAS	1	0	32	4	0	45
UTAH	0	0	0	1	0	1
VERMONT	5	25	6	0	28	72
VIRGINIA	10	7	19	0	2	36
WASHINGTON	0	0	0	0	0	0
WEST VIRGINIA	10	5	0	0	0	23
WISCONSIN	2	0	1	2	0	5
WYOMING	0	0	0	0	0	1
AMERICAN SAMOA	1	0	0	0	0	1
GUAM	—	—	—	—	—	—
NORTHERN MARIANAS	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	0	2	1	0	0	3
U.S. & INSULAR AREAS	640	740	399	406	300	2,634
50 STATES, D.C. & P.R.	630	747	398	405	300	2,629

DATA AS OF OCTOBER 1, 1987.

(T8A100)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	MULTIHANDICAPPED				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	2.17	41.38	41.38	4.35	18.87
ALASKA	0.00	25.88	25.88	0.00	58.88
ARIZONA	38.18	23.81	19.85	9.82	9.82
ARKANSAS	38.13	38.13	4.35	17.38	8.88
CALIFORNIA	6.88	6.88	13.84	38.88	43.91
COLORADO	34.82	3.57	13.38	15.18	33.84
CONNECTICUT	38.64	29.55	11.36	8.88	28.45
DELAWARE	-	-	-	-	-
DISTRICT OF COLUMBIA	8.88	8.88	188.88	8.88	8.88
FLORIDA	-	-	-	-	-
GEORGIA	-	-	-	-	-
HAWAII	8.88	18.67	18.67	8.88	68.67
IDaho	33.33	33.33	33.33	8.88	8.88
ILLINOIS	-	-	-	-	-
INDIANA	11.11	33.33	17.28	17.28	28.99
IOWA	41.67	25.88	13.33	5.88	15.88
KANSAS	37.58	82.58	8.88	8.88	8.88
KENTUCKY	15.58	51.11	28.88	8.88	4.44
LOUISIANA	7.88	38.77	41.83	7.88	12.82
MAINE	28.88	42.22	38.58	2.22	8.88
MARYLAND	42.28	9.83	8.88	8.28	38.91
MASSACHUSETTS	8.88	64.74	3.47	28.58	5.28
MICHIGAN	-	-	-	-	-
MINNESOTA	-	-	-	-	-
MISSISSIPPI	8.88	88.88	48.88	8.88	8.88
MISSOURI	28.93	25.58	8.88	44.18	2.33
MONTANA	35.88	48.88	28.88	5.88	8.88
NEBRASKA	83.33	8.88	8.88	8.88	18.67
NEVADA	8.88	77.78	11.11	8.88	11.11
NEW HAMPSHIRE	33.33	11.11	44.44	11.11	8.88
NEW JERSEY	67.92	18.23	8.88	13.58	2.28
NEW MEXICO	57.14	9.52	8.88	23.81	9.52
NEW YORK	18.88	41.88	18.78	32.12	8.88
NORTH CAROLINA	9.88	28.58	28.78	18.31	15.49
NORTH DAKOTA	-	-	-	-	-
OHIO	32.51	27.58	25.62	4.43	9.85
OKLAHOMA	33.33	8.88	8.88	58.88	18.67
OREGON	-	-	-	-	-
PENNSYLVANIA	8.88	28.57	64.28	7.14	8.88
PUERTO RICO	8.88	8.88	32.88	88.88	8.88
RHODE ISLAND	8.88	8.88	8.88	8.88	188.88
SOUTH CAROLINA	8.88	11.11	55.58	22.22	11.11
SOUTH DAKOTA	8.88	15.88	65.88	5.88	15.88
TENNESSEE	8.88	8.88	8.88	8.88	188.88
TEXAS	5.15	78.28	8.88	18.58	8.88
UTAH	2.22	17.78	71.11	8.88	8.88
VERMONT	8.88	8.88	8.88	188.88	8.88
VIRGINIA	6.94	34.72	8.33	11.11	38.88
WASHINGTON	28.32	18.42	58.88	6.88	5.28
WEST VIRGINIA	-	-	-	-	-
WISCONSIN	78.28	21.74	8.88	8.88	8.88
WYOMING	48.88	8.88	28.88	48.88	8.88
AMERICAN SAMOA	8.88	8.88	8.88	188.88	8.88
GUAM	188.88	8.88	8.88	8.88	8.88
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	8.88	68.67	33.33	8.88	8.88
U.S. & INSULAR AREAS	24.38	28.44	15.15	17.88	14.43
58 STATES, D.C. & P.R.	24.31	28.41	15.14	17.88	14.45

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 58 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACL18:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	12	5	1	3	1	22
ALASKA	0	2	0	0	0	2
ARIZONA	17	0	0	1	3	21
ARKANSAS	19	2	0	0	0	21
CALIFORNIA	35	47	23	89	132	326
COLORADO	12	2	0	3	5	22
CONNECTICUT	21	3	0	0	0	24
DELAWARE	1	0	3	0	0	4
DISTRICT OF COLUMBIA	0	3	1	0	0	4
FLORIDA	56	89	1	32	5	183
GEORGIA	13	1	1	7	0	22
HAWAII	7	6	1	2	4	20
IDAHO	6	3	0	0	0	9
ILLINOIS	155	3	15	23	0	196
INDIANA	20	2	0	4	3	29
IOWA	14	4	0	1	2	21
KANSAS	12	0	0	0	0	12
KENTUCKY	16	3	1	17	7	44
LOUISIANA	7	5	3	7	3	25
MAINE	12	6	1	1	0	20
MARYLAND	17	0	0	18	12	47
MASSACHUSETTS	0	56	3	23	5	87
MICHIGAN	83	6	0	16	0	99
MINNESOTA	62	20	0	—	—	82
MISSISSIPPI	12	4	6	7	0	29
MISSOURI	34	32	10	12	2	90
MONTANA	1	1	0	1	0	3
NEBRASKA	27	0	0	0	0	27
NEVADA	5	2	0	0	0	7
NEW HAMPSHIRE	3	0	0	0	0	3
NEW JERSEY	46	0	7	2	6	55
NEW MEXICO	11	1	6	1	0	13
NEW YORK	86	21	2	24	0	133
NORTH CAROLINA	26	19	1	3	1	50
NORTH DAKOTA	2	2	0	1	0	5
OHIO	239	7	10	33	0	289
OKLAHOMA	8	1	0	21	2	32
OREGON	127	0	0	6	10	143
PENNSYLVANIA	36	9	4	7	23	79
PUERTO RICO	5	4	0	0	0	9
RHODE ISLAND	4	0	4	1	1	10
SOUTH CAROLINA	11	32	1	0	10	54
SOUTH DAKOTA	0	3	2	0	1	6
TENNESSEE	2	1	0	1	2	6
TEXAS	68	79	0	18	0	165
UTAH	7	0	0	0	0	7
VERMONT	1	0	0	0	1	2
VIRGINIA	7	3	0	0	2	12
WASHINGTON	11	1	1	2	1	16
WEST VIRGINIA	6	0	0	3	3	12
WISCONSIN	40	0	0	0	0	40
WYOMING	4	0	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	0	2	2	0	0	4
U.S. & INSULAR AREAS	1,426	492	184	384	241	2,647
50 STATES, D.C. & P.R.	1,426	490	182	384	241	2,643

DATA AS OF OCTOBER 1, 1987.

(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	54.55	22.73	4.55	13.64	4.55
ALASKA	0.00	100.00	0.00	0.00	0.00
ARIZONA	88.95	0.00	0.00	4.70	14.29
ARKANSAS	90.48	9.52	0.00	0.00	0.00
CALIFORNIA	18.74	14.42	7.65	27.30	48.49
COLORADO	54.55	9.00	0.00	13.64	22.73
CONNECTICUT	87.50	12.50	0.00	0.00	0.00
DELAWARE	25.00	0.00	75.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	75.00	25.00	0.00	0.00
FLORIDA	30.00	48.63	0.55	17.40	2.73
GEORGIA	50.00	4.55	4.55	31.82	0.00
HAWAII	35.00	30.00	5.00	10.00	20.00
IDaho	66.67	33.33	0.00	0.00	0.00
ILLINOIS	79.00	1.53	7.65	11.73	0.00
INDIANA	28.97	6.50	0.00	13.79	18.34
IOWA	66.67	19.65	0.00	4.76	9.52
KANSAS	100.00	0.00	0.00	0.00	0.00
KENTUCKY	36.36	6.82	2.27	38.64	15.91
LOUISIANA	28.00	28.00	12.00	28.00	12.00
MAINE	60.00	30.00	5.00	5.00	0.00
MARYLAND	36.17	0.00	0.00	38.30	25.53
MASSACHUSETTS	0.00	64.37	3.45	26.44	5.75
MICHIGAN	83.84	6.06	0.00	10.10	0.00
MINNESOTA	75.61	24.30	0.00	-	-
MISSISSIPPI	41.38	13.79	20.00	24.14	0.00
MISSOURI	37.78	35.56	11.11	13.33	2.22
MONTANA	33.33	33.33	0.00	33.33	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	71.43	28.57	0.00	0.00	0.00
NEW HAMPSHIRE	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	83.64	0.00	12.73	3.64	0.00
NEW MEXICO	84.62	7.60	0.00	7.60	0.00
NEW YORK	64.66	15.79	1.50	18.05	0.00
NORTH CAROLINA	52.00	30.00	2.00	6.00	2.00
NORTH DAKOTA	40.00	40.00	0.00	20.00	0.00
OHIO	82.70	2.42	3.46	11.42	0.00
OKLAHOMA	25.00	3.13	0.00	63.62	6.25
OREGON	80.81	0.00	0.00	4.20	6.99
PENNSYLVANIA	45.57	11.30	5.00	8.00	29.11
PUERTO RICO	55.56	44.44	0.00	0.00	0.00
RHODE ISLAND	40.00	0.00	40.00	10.00	10.00
SOUTH CAROLINA	20.37	50.26	1.85	0.00	18.52
SOUTH DAKOTA	0.00	50.00	33.33	0.00	16.67
TENNESSEE	33.33	18.67	0.00	16.67	33.33
TEXAS	41.21	47.86	0.00	10.91	0.00
UTAH	100.00	0.00	0.00	0.00	0.00
VERMONT	50.00	0.00	0.00	0.00	50.00
VIRGINIA	50.33	25.00	0.00	0.00	16.67
WASHINGTON	66.75	0.25	6.25	12.50	6.25
WEST VIRGINIA	50.00	0.00	0.00	25.00	25.00
WISCONSIN	100.00	0.00	0.00	0.00	0.00
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0.00	50.00	50.00	0.00	0.00
U.S. & INSULAR AREAS	53.87	18.50	3.93	14.51	9.10
50 STATES, D.C. & P.R.	53.95	18.54	3.86	14.53	9.12

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SNAELIB:NEPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	OTHER HEALTH IMPAIRED					TOTAL
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	
ALABAMA	8	0	0	1	4	13
ALASKA	2	0	0	0	0	2
ARIZONA	48	3	0	8	31	90
ARKANSAS	0	1	0	1	1	3
CALIFORNIA	08	81	58	158	232	589
COLORADO	-	-	-	-	-	-
CONNECTICUT	77	3	5	2	18	97
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	63	5	6	58	37	170
GEORGIA	35	29	2	48	5	117
HAWAII	6	6	1	2	4	19
IDAH0	9	1	0	2	0	12
ILLINOIS	49	16	0	38	0	104
INDIANA	6	2	2	3	1	14
IOWA	0	0	0	0	0	0
KANSAS	5	2	0	1	0	8
KENTUCKY	18	0	3	8	2	18
LOUISIANA	5	7	1	3	18	26
MAINE	9	5	4	1	0	19
MARYLAND	19	0	0	7	7	33
MASSACHUSETTS	0	70	3	29	6	108
MICHIGAN	-	-	-	-	-	-
MINNESOTA	48	11	0	4	5	68
MISSISSIPPI	-	-	-	-	-	-
MISSOURI	24	4	0	12	0	40
MONTANA	42	2	1	15	1	61
NEBRASKA	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	5	0	0	5	0	10
NEW JERSEY	59	0	2	9	1	71
NEW MEXICO	3	1	1	1	2	8
NEW YORK	78	31	36	391	0	528
NORTH CAROLINA	19	16	2	6	4	47
NORTH DAKOTA	1	0	0	0	0	1
OHIO	-	-	-	-	-	-
OKLAHOMA	4	0	0	5	0	9
OREGON	197	5	0	5	18	127
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	1	0	1	18	0	12
RHODE ISLAND	13	0	0	8	6	27
SOUTH CAROLINA	2	4	4	0	0	10
SOUTH DAKOTA	0	13	0	1	11	25
TENNESSEE	2	1	0	7	27	37
TEXAS	167	132	0	88	0	379
UTAH	18	0	0	2	0	20
VERMONT	0	0	0	1	1	2
VIRGINIA	33	3	1	1	1	39
WASHINGTON	27	1	0	6	4	38
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	31	0	0	2	3	36
WYOMING	6	0	0	0	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	3
U.S. & INSULAR AREAS	1,094	456	132	941	428	3,049
50 STATES, D.C. & P.R.	1,094	455	139	941	428	3,046

DATA AS OF OCTOBER 1, 1987.

(T8A108)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	81.54	0.00	0.00	7.00	30.77
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	53.33	3.33	0.00	0.00	34.44
ARKANSAS	0.00	33.33	0.00	33.33	33.33
CALIFORNIA	10.19	13.75	9.85	26.83	30.30
COLORADO	-	-	-	-	-
CONNECTICUT	79.30	3.00	5.15	2.06	10.31
DELAWARE	-	-	-	-	-
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00
FLORIDA	37.06	2.94	3.33	34.71	21.78
GEORGIA	29.91	24.79	1.71	39.32	4.27
HAWAII	31.50	31.50	5.23	10.53	21.05
IDaho	75.00	8.33	0.00	18.67	0.00
ILLINOIS	47.12	15.38	0.00	37.50	0.00
INDIANA	42.86	14.29	14.29	21.43	7.14
IDAHO	-	-	-	-	-
KANSAS	62.50	25.00	0.00	12.50	0.00
KENTUCKY	55.56	0.00	0.00	33.33	11.11
LOUISIANA	19.23	26.92	3.85	11.54	38.48
MAINE	47.37	26.32	21.05	5.26	0.00
MARYLAND	57.50	0.00	0.00	21.21	21.21
MASSACHUSETTS	0.00	64.81	2.78	26.85	5.56
MICHIGAN	-	-	-	-	-
MINNESOTA	70.59	16.18	0.00	5.00	7.35
MISSISSIPPI	-	-	-	-	-
MISSOURI	00.00	10.00	0.00	30.00	0.00
MONTANA	66.65	3.28	1.64	24.50	1.64
NEBRASKA	-	-	-	-	-
NEVADA	-	-	-	-	-
NEW HAMPSHIRE	50.00	0.00	0.00	50.00	0.00
NEW JERSEY	33.10	0.00	2.82	12.68	1.41
NEW MEXICO	37.50	12.50	12.50	12.50	25.00
NEW YORK	13.26	5.87	8.62	74.65	0.00
NORTH CAROLINA	48.43	34.04	4.26	12.77	8.51
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	-	-	-	-	-
OKLAHOMA	44.44	0.00	0.00	55.56	0.00
OREGON	84.25	3.94	0.00	3.94	7.87
PENNSYLVANIA	-	-	-	-	-
PUERTO RICO	8.33	0.00	8.33	83.33	0.00
RHODE ISLAND	48.15	0.00	0.00	29.63	22.22
SOUTH CAROLINA	20.00	40.00	40.00	0.00	0.00
SOUTH DAKOTA	0.00	52.00	0.00	4.00	44.00
TENNESSEE	5.41	2.70	0.00	18.92	72.97
TEXAS	44.06	34.83	0.00	21.11	0.00
UTAH	90.00	0.00	0.00	10.00	0.00
VERMONT	0.00	0.00	0.00	50.00	50.00
VIRGINIA	84.62	7.69	2.56	2.56	2.56
WASHINGTON	71.05	2.63	0.00	15.79	10.53
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	86.11	0.00	0.00	5.56	8.33
WYOMING	100.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	-	-	-	-	-
GUAM	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0.00	33.33	66.67	0.00	0.00
U.S. & INSULAR AREAS	35.00	14.90	4.33	30.00	13.97
50 STATES, D.C. & P.R.	35.92	14.94	4.27	31.89	13.99

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT
U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND

EDUCATIONAL SYSTEM AND
THE PROPORTIONS FOR THE
PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACLIB:REPMB3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

VISUALLY HANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	25	4	1	3	0	33
ALASKA	5	0	0	0	1	6
ARIZONA	16	3	0	3	0	26
ARKANSAS	15	2	0	2	2	21
CALIFORNIA	12	16	9	23	44	164
COLORADO	14	0	0	2	0	16
CONNECTICUT	42	5	1	1	1	50
DELAWARE	6	0	9	7	2	24
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	19	7	1	1	3	31
GEORGIA	14	2	0	4	1	21
HAWAII	3	0	1	0	0	4
IDAH0	0	2	0	0	0	2
ILLINOIS	51	3	0	18	0	78
INDIANA	33	9	0	4	3	49
IONA	8	2	0	0	1	11
KANSAS	15	1	0	4	2	22
KENTUCKY	17	0	1	4	0	22
LOUISIANA	29	9	1	6	14	59
MAINE	2	2	0	3	0	7
MARYLAND	19	0	0	9	52	80
MASSACHUSETTS	0	30	2	12	1	45
MICHIGAN	26	0	0	2	1	29
MINNESOTA	27	3	0	2	—	32
MISSISSIPPI	1	1	0	0	1	3
MISSOURI	24	8	0	0	0	32
MONTANA	1	1	0	0	0	2
NEBRASKA	8	0	0	0	0	8
NEVADA	2	0	9	0	0	2
NEW HAMPSHIRE	1	1	0	2	0	4
NEW JERSEY	30	0	2	0	0	32
NEW MEXICO	12	3	0	0	0	15
NEW YORK	40	2	5	12	0	59
NORTH CAROLINA	19	7	0	4	1	31
NORTH DAKOTA	3	0	0	1	0	4
OHIO	86	0	0	9	0	89
OKLAHOMA	56	1	0	9	8	74
OREGON	5	0	1	0	0	6
PENNSYLVANIA	55	6	1	4	19	85
PUERTO RICO	2	1	2	2	4	11
RHODE ISLAND	3	0	1	1	0	5
SOUTH CAROLINA	15	7	4	3	8	37
SOUTH DAKOTA	0	4	0	0	1	5
TENNESSEE	1	2	0	2	0	5
TEXAS	42	23	0	8	0	73
UTAH	7	0	0	1	0	8
VERMONT	3	0	0	1	1	5
VIRGINIA	30	7	6	8	1	46
WASHINGTON	7	0	0	2	1	10
WEST VIRGINIA	4	0	0	0	1	5
WISCONSIN	23	0	0	1	1	25
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1
U.S. & INSULAR AREAS	865	174	48	180	181	1,448
50 STATES, O.C. & P.R.	863	174	48	180	181	1,446

DATA AS OF OCTOBER 1, 1987.

(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

VISUALLY HANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	75.78	12.12	3.63	9.00	0.00
ALASKA	83.33	0.00	0.00	0.00	16.67
ARIZONA	57.14	18.71	0.00	10.71	21.43
ARKANSAS	71.43	9.52	0.00	9.52	9.52
CALIFORNIA	11.54	15.38	8.05	22.12	42.31
COLORADO	87.50	0.00	0.00	12.50	0.00
CONNECTICUT	84.00	10.00	2.00	2.00	2.00
DELAWARE	25.00	0.00	37.50	29.17	8.33
DISTRICT OF COLUMBIA	-	-	-	-	-
FLORIDA	81.29	22.56	3.23	3.23	9.68
GEORGIA	68.67	9.52	0.00	19.65	4.76
HAWAII	75.00	0.00	25.00	0.00	0.00
IDAH0	0.00	100.00	0.00	0.00	0.00
ILLINOIS	66.38	3.85	7.00	23.00	0.00
INDIANA	67.35	18.37	0.00	8.16	6.12
IOWA	72.73	18.18	0.00	0.00	9.09
KANSAS	66.18	4.55	0.00	18.18	9.09
KENTUCKY	77.27	0.00	4.55	18.18	0.00
LOUISIANA	40.00	18.00	2.00	12.00	28.00
MAINE	28.57	28.57	0.00	42.86	0.00
MARYLAND	23.75	0.00	0.00	11.25	65.00
MASSACHUSETTS	0.00	66.67	4.44	26.67	2.22
MICHIGAN	89.68	0.00	0.00	6.90	3.45
MINNESOTA	84.37	9.38	0.00	6.25	-
MISSISSIPPI	33.33	33.33	9.00	0.00	33.33
MISSOURI	75.00	25.00	0.00	0.00	0.00
MONTANA	50.00	50.00	0.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.00	25.00	0.00	50.00	0.00
NEW JERSEY	83.75	0.00	6.25	0.00	0.00
NEW MEXICO	80.00	20.00	0.00	0.00	0.00
NEW YORK	67.00	3.30	8.47	29.34	0.00
NORTH CAROLINA	61.20	22.56	0.00	12.90	3.23
NORTH DAKOTA	75.00	0.00	0.00	25.00	0.00
OHIO	89.09	0.00	0.00	10.11	0.00
OKLAHOMA	75.68	1.35	0.00	12.16	10.81
OREGON	83.33	0.00	16.67	0.00	0.00
PENNSYLVANIA	64.71	7.06	1.18	4.71	22.35
PUERTO RICO	18.18	9.09	18.18	18.18	36.36
RHODE ISLAND	80.00	0.00	20.00	20.00	0.00
SOUTH CAROLINA	40.54	18.92	10.81	8.11	21.62
SOUTH DAKOTA	9.00	80.00	0.00	0.00	20.00
TENNESSEE	20.00	40.00	0.00	40.00	0.00
TEXAS	57.33	31.51	0.00	10.96	0.00
UTAH	87.50	0.00	0.00	12.50	0.00
VERMONT	80.00	0.00	0.00	20.00	20.00
VIRGINIA	65.22	15.22	0.00	17.30	2.17
WASHINGTON	70.00	0.00	0.00	20.00	10.00
WEST VIRGINIA	80.00	0.00	0.00	0.00	20.00
WISCONSIN	92.00	0.00	0.00	4.00	4.00
WYOMING	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00
U.S. & INSULAR AREAS	50.74	12.02	3.31	12.43	12.50
50 STATES, D.C. & P.R.	50.06	12.03	3.32	12.45	12.52

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND
DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE
U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACL18:REPMBA3)

TABLE BF1

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

DEAF-BLIND

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	0	1	1	0	0	2
ALASKA	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	1	0	0	1	1
CALIFORNIA	0	0	3	0	0	4
COLORADO	3	0	0	0	2	13
CONNECTICUT	1	2	1	0	0	4
DELAWARE	0	2	1	0	0	3
DISTRICT OF COLUMBIA	0	1	0	0	0	1
FLORIDA	0	3	1	0	2	6
GEORGIA	0	0	0	0	0	0
HAWAII	0	1	0	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	2	0	1	0	0	3
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	0	0	0	1	0	1
LOUISIANA	0	12	0	4	1	17
MAINE	0	0	0	0	0	0
MARYLAND	0	0	2	0	2	4
MASSACHUSETTS	0	5	0	2	0	7
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	2	1	0	0	3
MISSISSIPPI	0	0	1	0	0	1
MISSOURI	2	3	0	0	0	10
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	1	0	4	0	0	5
NEW MEXICO	0	0	0	0	0	0
NEW YORK	5	3	1	0	0	15
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	2	0	11
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	19	2	0	0	21
PUERTO RICO	3	0	4	1	0	8
RHODE ISLAND	0	0	2	0	0	2
SOUTH CAROLINA	0	0	14	0	0	20
SOUTH DAKOTA	0	0	4	0	0	4
TENNESSEE	0	0	0	0	0	0
TEXAS	0	3	0	0	0	3
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	1	0	0	0	1
WASHINGTON	0	0	0	2	0	2
WEST VIRGINIA	0	0	0	0	1	1
WISCONSIN	5	0	0	0	0	5
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. & INSULAR AREAS	32	70	57	13	9	181
50 STATES, D.C. & P.R.	31	70	57	13	9	180

DATA AS OF OCTOBER 1, 1987.

(T8A186)

TABLE BF1

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

STATE	DEAF-BLIND				
	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	0.00	50.00	50.00	0.00	0.00
ALASKA	-	-	-	-	-
ARIZONA	-	-	-	-	-
ARKANSAS	0.00	100.00	0.00	0.00	0.00
CALIFORNIA	0.00	0.00	75.00	0.00	25.00
COLORADO	23.00	0.00	61.54	0.00	15.38
CONNECTICUT	25.00	50.00	25.00	0.00	0.00
DELAWARE	0.00	66.67	33.33	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	50.00	16.67	0.00	33.33
GEORGIA	-	-	-	-	-
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	-	-	-	-	-
ILLINOIS	66.67	0.00	33.33	0.00	0.00
INDIAN	-	-	-	-	-
IOWA	-	-	-	-	-
KANSAS	-	-	-	-	-
KENTUCKY	0.00	0.00	0.00	100.00	0.00
LOUISIANA	0.00	70.59	0.00	23.53	5.88
MAINE	-	-	-	-	-
MARYLAND	0.00	0.00	50.00	0.00	50.00
MASSACHUSETTS	0.00	71.43	0.00	28.57	0.00
MICHIGAN	-	-	-	-	-
MINNESOTA	0.00	66.67	33.33	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00
MISSOURI	20.00	00.00	0.00	0.00	0.00
MONTANA	-	-	-	-	-
NEBRASKA	-	-	-	-	-
NEVADA	-	-	-	-	-
NEW HAMPSHIRE	-	-	-	-	-
NEW JERSEY	20.00	0.00	00.00	0.00	0.00
NEW MEXICO	-	-	-	-	-
NEW YORK	33.33	20.00	40.00	6.67	0.00
NORTH CAROLINA	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	-	-	-	-	-
OHIO	-	-	-	-	-
OKLAHOMA	81.82	0.00	0.00	18.18	0.00
OREGON	-	-	-	-	-
PENNSYLVANIA	0.00	90.48	9.52	0.00	0.00
PUERTO RICO	37.50	0.00	50.00	12.50	0.00
RHODE ISLAND	0.00	0.00	100.00	0.00	0.00
SOUTH CAROLINA	0.00	30.00	70.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	100.00	0.00	0.00
TENNESSEE	-	-	-	-	-
TEXAS	0.00	100.00	0.00	0.00	0.00
UTAH	-	-	-	-	-
VERMONT	-	-	-	-	-
VIRGINIA	0.00	100.00	0.00	0.00	0.00
WASHINGTON	0.00	0.00	0.00	100.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	0.00	100.00
WISCONSIN	100.00	0.00	0.00	0.00	0.00
WYOMING	-	-	-	-	-
AMERICAN SAMOA	-	-	-	-	-
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
U.S. & INSULAR AREAS	17.00	30.67	31.49	7.18	4.97
50 STATES, D.C. & P.R.	17.22	30.89	31.67	7.22	5.00

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

(SMACLIB:REPMB3)

TABLE BF2

NUMBER AND PERCENTAGE OF STUDENTS EXITING THE EDUCATIONAL SYSTEM
BY AGE, AND REASON FOR EXIT
U.S. AND INSULAR AREAS

DURING THE 1985-86 SCHOOL YEAR

ALL CONDITIONS												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	833	3.58	883	3.45	111	0.48	13,389	57.21	8,288	35.28	23,265	100.00
17	14,458	35.84	4,128	10.23	128	0.30	14,588	36.14	7,888	17.58	48,346	100.00
18	41,845	56.81	11,985	16.24	283	0.28	14,412	19.66	5,135	7.01	73,388	100.00
19	21,832	56.78	7,492	19.46	177	0.46	6,748	17.58	2,283	5.88	38,584	100.00
20	5,851	41.98	3,482	25.82	438	3.19	2,894	21.46	1,831	7.64	13,488	100.00
21	6,582	26.38	9,881	36.85	4,141	16.75	4,221	17.88	795	3.22	24,728	100.00
TOTAL	98,921	42.56	36,871	17.26	5,182	2.43	56,156	26.29	24,493	11.47	213,623	100.00

LEARNING DISABLED												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	464	4.26	348	3.19	21	0.19	6,838	55.41	4,826	36.95	18,897	100.00
17	8,883	42.22	1,815	7.88	48	0.19	6,983	33.88	3,548	16.82	21,841	100.00
18	24,707	63.44	4,641	11.92	50	0.15	6,982	17.88	2,574	6.61	36,943	100.00
19	11,726	64.48	2,345	12.89	39	0.21	2,974	16.35	1,182	6.86	18,186	100.00
20	2,488	51.14	889	14.88	41	0.87	1,125	23.97	438	9.33	4,893	100.00
21	3,448	33.78	3,512	34.41	388	3.82	2,582	25.38	275	2.69	18,287	100.00
TOTAL	51,828	49.86	13,158	12.85	588	0.57	28,644	25.63	11,955	11.50	183,967	100.00

SPEECH IMPAIRED												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	81	4.58	181	8.95	3	0.17	575	31.98	979	54.42	1,799	100.00
17	1,336	37.97	886	22.98	1	0.03	619	17.59	757	21.51	3,519	100.00
18	2,553	47.71	1,484	27.36	3	0.06	864	16.15	467	8.73	5,351	100.00
19	798	44.82	627	34.58	2	0.11	286	11.36	188	9.93	1,813	100.00
20	136	38.84	188	36.26	5	1.13	59	13.36	81	18.37	441	100.00
21	128	24.52	181	34.67	89	17.85	58	11.11	66	12.64	522	100.00
TOTAL	5,832	37.43	3,399	25.28	183	0.77	2,381	17.71	2,538	18.82	13,445	100.00

DATA AS OF OCTOBER 1, 1987

(T1X14)

TABLE BF2

NUMBER AND PERCENTAGE OF STUDENTS EXITING THE EDUCATIONAL SYSTEM
BY AGE, AND REASON FOR EXIT
U.S. AND INSULAR AREAS
DURING THE 1985-86 SCHOOL YEAR

AGE GROUP	MENTALLY RETARDED											
	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	79	1.78	110	2.48	32	0.72	3,189	78.04	1,189	24.96	4,439	100.00
17	1,087	23.08	1,129	16.21	42	0.98	3,101	44.54	1,004	15.57	6,963	100.00
18	7,482	47.32	4,261	26.95	75	0.47	3,838	19.21	957	6.05	15,613	100.00
19	5,863	48.47	3,667	30.21	78	0.64	2,837	16.78	472	3.80	12,137	100.00
20	1,876	34.93	2,149	40.62	239	4.45	876	16.31	238	4.28	5,378	100.00
21	1,520	17.18	3,820	43.12	2,552	28.81	697	7.87	278	3.05	8,859	100.00
TOTAL	18,447	34.43	15,136	28.25	3,918	5.63	12,836	24.00	4,122	7.69	53,581	100.00

AGE GROUP	EMOTIONALLY DISTURBED											
	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	133	2.64	144	2.85	35	0.69	3,140	62.24	1,593	31.58	5,845	100.00
17	1,878	27.14	413	5.97	33	0.48	3,347	48.37	1,249	18.05	6,920	100.00
18	4,561	49.93	988	9.94	62	0.68	2,889	30.75	795	8.78	9,135	100.00
19	2,872	58.34	452	10.98	31	0.75	1,216	29.54	345	8.38	4,116	100.00
20	571	35.18	152	9.37	60	4.25	637	39.25	194	11.95	1,622	100.00
21	476	22.36	465	21.84	427	20.06	654	30.72	187	5.63	2,129	100.00
TOTAL	9,691	33.45	2,534	8.75	657	2.27	11,083	40.74	4,283	14.79	28,968	100.00

HARD OF HEARING AND DEAF												
	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	19	8.05	10	4.24	4	1.69	91	36.56	112	47.46	236	100.00
17	294	45.43	57	12.69	1	0.22	98	21.83	80	19.82	449	100.00
18	889	68.33	146	12.33	2	0.17	149	12.56	78	6.59	1,184	100.00
19	541	68.14	151	18.46	10	1.22	62	7.56	54	6.68	818	100.00
20	272	50.78	112	24.62	9	1.96	40	8.79	22	4.84	455	100.00
21	221	30.30	235	41.80	48	8.56	46	8.20	11	1.96	561	100.00
TOTAL	2,866	55.79	711	19.20	74	2.00	486	13.12	368	9.88	3,783	100.00

DATA AS OF OCTOBER 1, 1987

(T1X14)

TABLE BF2

NUMBER AND PERCENTAGE OF STUDENTS EXITING THE EDUCATIONAL SYSTEM
BY AGE, AND REASON FOR EXIT
U.S. AND INSULAR AREAS
DURING THE 1985-86 SCHOOL YEAR

MULTIHANDICAPPED												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	3	1.38	9	4.13	9	4.13	79	36.24	118	54.13	218	100.00
17	38	13.87	38	13.85	1	0.36	188	36.58	185	36.32	271	100.00
18	164	30.77	143	26.83	1	0.19	144	27.92	81	15.28	533	100.00
19	129	46.07	65	23.21	9	3.21	44	15.71	33	11.79	280	100.00
20	92	30.46	92	30.46	45	14.98	55	18.21	18	5.96	302	100.00
21	214	29.84	410	39.92	334	32.52	44	4.28	25	2.43	1,827	100.00
TOTAL	648	24.30	749	28.44	389	15.15	466	17.69	388	14.43	2,634	100.00

ORTHOPEDICALLY IMPAIRED												
	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	11	5.91	5	2.69	2	1.06	89	47.82	79	42.47	186	100.00
17	185	52.28	26	7.34	1	0.28	82	23.18	88	18.95	354	100.00
18	527	62.59	149	19.00	1	0.12	182	12.11	52	6.18	842	100.00
19	317	66.83	13	18.89	0	0.00	53	11.37	21	4.51	466	100.00
20	188	61.86	70	24.05	3	1.03	21	7.22	17	5.84	291	100.00
21	296	48.55	156	36.71	97	19.69	37	7.28	12	2.36	588	100.00
TOTAL	1,425	53.87	492	18.59	184	3.93	384	14.51	241	9.10	2,647	100.00

OTHER HEALTH IMPAIRED												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	33	9.71	14	4.12	2	0.59	148	43.53	143	42.06	340	100.00
17	176	38.48	39	8.74	1	0.17	225	38.86	136	23.83	579	100.00
18	439	48.54	126	13.64	0	0.00	283	30.63	85	9.28	924	100.00
19	189	43.95	74	17.21	7	1.63	124	28.84	36	8.37	436	100.00
20	55	30.73	33	18.44	8	4.47	70	39.11	13	7.26	179	100.00
21	211	35.34	170	28.48	114	19.18	91	15.24	11	1.84	597	100.00
TOTAL	1,094	35.86	456	14.96	132	4.33	941	30.86	426	13.97	3,049	100.00

DATA AS OF OCTOBER 1, 1987

(T1X14)

TABLE BF2

NUMBER AND PERCENTAGE OF STUDENTS EXITING THE EDUCATIONAL SYSTEM
BY AGE, AND REASON FOR EXIT
U.S. AND INSULAR AREAS
DURING THE 1985-86 SCHOOL YEAR

VISUALLY HANDICAPPED												
	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
AGE GROUP	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	10	10.10	2	2.02	2	2.02	36	36.36	49	49.49	99	100.00
17	145	81.70	11	4.00	0	0.00	43	18.30	36	15.32	235	100.00
18	484	72.27	51	9.12	0	0.00	60	10.73	44	7.87	550	100.00
19	173	70.90	29	11.89	1	0.41	21	8.61	20	8.20	244	100.00
20	63	56.76	21	18.92	2	1.80	9	8.11	16	14.41	111	100.00
21	70	35.00	62	30.00	43	21.50	11	5.50	16	8.00	200	100.00
TOTAL	982	50.74	174	12.02	48	3.31	180	12.43	181	12.50	1,445	100.00

DEAF-BLIND												
AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER REASONS FOR EXIT		ALL REASONS FOR EXIT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
16	0	0.00	0	0.00	1	16.67	4	66.67	1	16.67	6	100.00
17	0	50.00	2	16.67	0	0.00	2	16.67	2	16.67	12	100.00
18	8	50.00	5	31.25	0	0.00	1	6.25	2	12.50	16	100.00
19	4	28.57	7	50.00	0	0.00	3	21.43	0	0.00	14	100.00
20	6	26.06	4	17.30	9	39.13	2	8.70	2	8.70	23	100.00
21	8	7.27	52	47.27	47	42.73	1	0.91	2	1.82	110	100.00
TOTAL	32	17.00	70	36.67	57	31.49	13	7.18	9	4.97	181	100.00

DATA AS OF OCTOBER 1, 1987
(T1X14)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,820	781	45	28	184	185	436	617	602	82	2,321
ALASKA	184	14	3	5	9	5	33	26	11	13	212
ARIZONA	966	272	47	51	17	124	361	264	182	182	988
ARKANSAS	492	286	59	29	23	53	86	134	123	188	833
CALIFORNIA	5,195	3,843	1,123	296	283	918	1,153	1,984	1,915	791	7,578
COLORADO	528	48	9	20	14	227	68	180	216	217	597
CONNECTICUT	118	43	19	5	0	123	90	29	11	48	255
DELAWARE	276	128	4	8	16	16	77	93	61	37	482
DISTRICT OF COLUMBIA	5	46	5	0	0	7	80	86	41	0	47
FLORIDA	3,187	1,267	164	85	34	722	1,231	852	955	367	3,484
GEORGIA	632	297	26	0	8	50	296	296	373	55	892
HAWAII	357	329	486	68	348	172	251	388	142	32	457
IDAH0	236	81	12	7	10	47	73	97	188	53	356
ILLINOIS	2,837	588	8	58	21	188	1,001	198	1,062	155	2,212
INDIANA	1,921	781	93	19	183	219	682	688	556	274	2,289
IONA	841	314	96	42	39	275	255	413	385	262	1,878
KANSAS	537	178	48	13	24	115	145	171	135	114	882
KENTUCKY	1,828	298	688	9	26	381	588	588	388	85	1,812
LOUISIANA	3,452	592	336	338	216	388	1,588	554	682	454	3,572
MAINE	4,134	383	999	177	1,854	1,873	3,288	748	491	334	2,493
MARYLAND	2,211	758	677	183	185	856	1,956	885	1,258	438	2,885
MASSACHUSETTS	88	463	28	29	65	557	185	184	0	478	142
MICHIGAN	1,923	536	97	61	40	537	525	591	988	329	2,576
MINNESOTA	2,924	219	94	4	-	278	284	588	95	4	2,886
MISSISSIPPI	888	284	32	16	53	48	118	217	222	28	1,846
MISSOURI	1,886	838	228	88	374	556	664	1,892	636	488	2,688
MONTANA	534	186	25	9	37	38	136	132	116	71	476
NEBRASKA	787	128	88	22	7	4	113	248	76	65	889
NEVADA	76	28	8	6	18	17	28	19	34	12	129
NEW HAMPSHIRE	30	2	2	3	1	1	5	8	1	5	38
NEW JERSEY	2,679	473	73	38	91	338	431	388	512	148	2,339
NEW MEXICO	323	112	35	17	23	43	73	97	88	58	373
NEW YORK	5,184	736	2,887	579	1,438	1,988	5,858	6,183	2,881	2,329	6,884
NORTH CAROLINA	1,915	512	51	29	58	282	483	363	388	158	2,384
NORTH DAKOTA	49	13	28	7	17	13	18	21	18	15	78
OHIO	1,878	942	188	184	58	528	1,122	992	938	856	2,741
OKLAHOMA	1,925	435	46	25	38	188	288	249	219	114	1,963
OREGON	184	3	0	1	0	11	8	41	4	38	487
PENNSYLVANIA	2,917	172	272	188	82	184	214	193	185	282	2,888
PUERTO RICO	148	99	0	2	0	14	73	23	3	4	241
RHODE ISLAND	57	0	0	0	0	9	0	2	3	2	27
SOUTH CAROLINA	1,989	622	388	133	25	453	388	646	388	188	2,128
SOUTH DAKOTA	482	76	17	13	8	77	38	144	131	72	387
TENNESSEE	44	1	0	0	0	3	13	1	21	0	56
TEXAS	8,883	2,882	735	288	3,871	1,253	2,847	3,182	3,224	1,563	6,434
UTAH	884	245	518	4	21	58	255	534	138	48	973
VERMONT	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	1,429	485	185	19	77	423	428	578	387	111	1,578
WASHINGTON	322	183	92	53	18	58	91	153	88	53	1,891
WEST VIRGINIA	588	183	12	8	44	57	148	182	121	34	973
WISCONSIN	3,883	356	191	38	88	18	1,244	1,132	853	388	2,839
WYOMING	195	72	5	2	7	19	38	52	22	27	246
AMERICAN SAMOA	6	2	0	0	0	0	1	6	2	0	8
GUAM	57	1	1	1	1	7	19	16	1	0	189
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	145	12	2	4	0	4	74	121	28	8	155
U.S. & INSULAR AREAS	73,889	22,312	18,148	2,974	8,382	14,556	29,788	27,388	21,158	11,565	82,719
58 STATES, D.C. & P.R.	73,881	22,297	18,137	2,969	8,281	14,545	29,675	27,231	21,128	11,577	82,455

DATA AS OF OCTOBER 1, 1987.

(T8A285)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,183	2,113	635	1,985	131	13,178	322
ALASKA	71	263	29	156	3	279	64
ARIZONA	568	848	314	788	76	5,878	248
ARKANSAS	293	884	249	346	30	3,672	385
CALIFORNIA	3,226	9,886	3,678	4,997	1,983	48,883	5,183
COLORADO	176	459	79	339	491	3,579	1,465
CONNECTICUT	15	326	0	154	55	1,296	0
DELAWARE	192	376	121	345	7	2,151	16
DISTRICT OF COLUMBIA	49	3	0	40	0	411	128
FLORIDA	2,319	3,144	1,630	2,899	99	22,384	782
GEORGIA	395	872	226	813	0	5,211	2,818
HAWAII	457	385	332	457	53	4,628	0
IDAHO	264	296	154	315	51	2,162	67
ILLINOIS	1,842	3,878	388	2,171	268	15,270	5,961
INDIANA	962	1,789	619	2,289	0	13,886	1,584
IOWA	574	732	461	789	373	6,821	738
KANSAS	342	888	234	429	80	4,839	341
KENTUCKY	1,812	1,427	1,179	872	234	18,488	186
LOUISIANA	914	2,742	938	1,748	430	18,762	2,822
MAINE	1,764	1,882	1,833	2,913	0	22,578	498
MARYLAND	2,154	2,459	2,217	1,849	0	28,495	388
MASSACHUSETTS	87	545	185	378	81	3,379	0
MICHIGAN	1,689	2,288	677	2,851	373	14,598	1,159
MINNESOTA	1,711	1,281	488	976	—	18,816	—
MISSISSIPPI	355	959	245	716	79	5,882	244
MISSOURI	0	1,982	2,812	1,838	1,418	16,748	2,226
MONTANA	263	313	181	248	52	2,721	40
NEBRASKA	586	541	126	186	0	3,518	727
NEVADA	79	184	31	85	2	646	154
NEW HAMPSHIRE	18	19	4	18	38	178	118
NEW JERSEY	1,984	2,848	899	2,482	323	14,288	3,396
NEW MEXICO	155	425	113	381	62	2,335	311
NEW YORK	176	8,881	178	7,444	0	48,596	4,283
NORTH CAROLINA	1,189	1,813	646	1,748	114	11,899	938
NORTH DAKOTA	40	37	24	84	13	457	2
OHIO	1,579	3,683	917	1,823	238	18,988	2,881
OKLAHOMA	1,581	919	287	682	42	8,376	557
OREGON	14	89	1	43	212	867	98
PENNSYLVANIA	738	2,691	1,774	2,111	1,838	18,496	7,337
PUERTO RICO	48	127	72	198	84	1,136	15
RHODE ISLAND	12	13	3	8	5	141	1,886
SOUTH CAROLINA	681	1,446	532	1,677	8	11,379	488
SOUTH DAKOTA	215	484	172	245	187	2,714	651
TENNESSEE	26	46	19	38	1	283	929
TEXAS	4,367	5,322	5,883	8,783	0	58,699	0
UTAH	792	723	238	645	8	5,866	178
VERMONT	—	—	—	—	—	—	—
VIRGINIA	628	1,489	513	1,898	65	9,158	1,357
WASHINGTON	71	75	75	228	218	3,377	89
WEST VIRGINIA	623	854	393	851	26	4,887	285
WISCONSIN	3,885	3,888	8	2,755	0	18,698	0
WYOMING	96	139	47	143	3	1,111	42
AMERICAN SAMOA	2	3	1	1	0	18	0
GUAM	189	188	5	183	0	538	0
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	82	111	87	158	7	1,681	78
U.S. & INSULAR AREAS	38,851	75,983	31,347	66,896	8,931	523,881	58,889
50 STATES, D.C. & P.R.	38,858	73,878	31,254	65,834	8,924	522,324	58,799

DATA AS OF OCTOBER 1, 1987.

(78A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 18 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	924	85	0	0	82	39	53	89	149	0	644
ALASKA	133	2	0	0	0	1	8	5	3	2	167
ARIZONA	409	49	0	0	0	25	77	73	31	6	565
ARKANSAS	136	24	5	3	10	16	21	21	21	7	372
CALIFORNIA	4,458	2,311	83	46	94	444	786	778	625	95	5,976
COLORADO	165	0	1	0	1	37	17	46	21	13	164
CONNECTICUT	7	1	0	0	0	12	4	8	2	6	124
DELAWARE	129	27	0	0	3	5	22	23	18	2	173
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	1,017	134	6	0	10	85	241	37	152	11	1,164
GEORGIA	0	0	0	0	0	4	10	0	26	0	4
HAWAII	130	130	230	0	230	28	112	230	37	0	230
IDAH0	112	11	1	0	7	19	24	25	17	3	176
ILLINOIS	452	9	0	0	2	18	63	4	29	3	439
INDIANA	594	36	21	0	47	12	120	49	32	12	740
IOWA	234	44	8	0	12	48	45	64	49	9	385
KANSAS	223	13	2	2	12	11	41	16	15	5	341
KENTUCKY	389	49	571	0	19	158	277	252	56	0	875
LOUISIANA	672	40	60	78	92	34	268	130	106	42	1,440
MAINE	1,667	6	482	0	811	269	867	112	85	48	954
MARYLAND	590	74	74	0	89	74	517	148	74	0	1,180
MASSACHUSETTS	2	9	1	1	1	11	3	2	0	9	3
MICHIGAN	784	34	5	22	19	145	185	91	106	5	1,163
MINNESOTA	1,706	—	—	—	—	—	—	—	—	—	673
MISSISSIPPI	295	63	11	2	20	13	35	79	46	2	584
MISSOURI	516	124	2	0	284	76	50	140	120	2	882
MONTANA	316	70	7	3	31	7	57	48	30	9	258
NEBRASKA	105	2	0	0	0	0	20	63	0	0	222
NEVADA	47	0	0	0	7	9	9	7	7	3	71
NEW HAMPSHIRE	12	0	0	0	0	0	3	2	0	0	12
NEW JERSEY	1,161	114	8	3	9	42	93	63	135	11	994
NEW MEXICO	161	17	0	0	5	3	27	17	7	1	183
NEW YORK	3,370	0	1,330	0	677	0	0	0	0	0	2,623
NORTH CAROLINA	736	101	5	0	5	16	99	30	34	1	891
NORTH DAKOTA	22	0	2	0	10	1	0	0	1	0	39
OHIO	434	17	6	52	6	295	570	200	357	388	323
OKLAHOMA	1,287	47	8	1	5	34	24	72	2	2	1,273
OREGON	71	1	0	0	0	5	7	6	2	1	388
PENNSYLVANIA	1,433	30	7	3	25	37	30	27	18	22	1,366
PUERTO RICO	0	0	0	0	0	0	0	0	0	0	47
RHODE ISLAND	47	0	0	0	0	1	0	0	1	0	9
SOUTH CAROLINA	448	128	21	0	8	20	45	59	21	9	433
SOUTH DAKOTA	177	1	1	1	0	0	2	5	18	6	123
TENNESSEE	28	0	0	0	0	0	9	0	13	0	33
TEXAS	7,560	1,632	0	0	3,000	0	1,550	2,000	2,000	0	4,850
UTAH	354	28	230	2	18	19	32	219	17	1	306
VERMONT	—	—	—	—	—	—	—	—	—	—	—
VIRGINIA	308	43	2	1	21	26	32	97	27	2	413
WASHINGTON	0	0	0	0	0	0	0	0	0	0	1,279
WEST VIRGINIA	188	50	1	0	20	12	21	18	34	1	487
WISCONSIN	715	0	50	0	69	0	0	0	0	0	867
WYOMING	116	45	0	1	3	3	11	19	4	5	149
AMERICAN SAMOA	—	—	—	—	—	—	—	—	—	—	—
GUAM	22	0	0	0	0	0	0	0	0	0	63
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	82	0	0	0	0	0	51	100	12	0	96
U.S. & INSULAR AREAS	34,823	5,011	3,275	213	5,770	2,124	6,400	5,535	4,643	730	35,721
50 STATES, D.C. & P.R.	34,719	5,011	3,275	213	5,770	2,124	6,400	5,435	4,631	730	35,582

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

LEARNING DISABLED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST- EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	281	683	185	577	57	3,297	189
ALASKA	38	164	6	111	1	633	53
ARIZONA	241	457	148	382	23	2,525	156
ARKANSAS	89	279	185	151	1	1,231	211
CALIFORNIA	1,678	6,846	2,334	2,931	1,489	30,950	3,138
COLORADO	36	168	24	115	181	1,069	779
CONNECTICUT	0	116	0	63	10	347	0
DELAWARE	53	196	63	138	0	846	10
DISTRICT OF COLUMBIA	0	0	0	0	0	0	95
FLORIDA	543	1,004	564	635	42	5,725	255
GEORGIA	6	16	0	8	0	124	1,485
HAWAII	236	177	138	239	0	2,124	0
IDaho	113	127	56	158	15	856	39
ILLINOIS	131	1,170	60	361	104	2,836	3,148
INDIANA	153	572	81	787	0	3,256	699
IOWA	175	168	125	189	156	1,631	538
KANSAS	124	317	98	155	31	1,388	199
KENTUCKY	498	758	774	286	117	4,993	54
LOUISIANA	346	1,016	314	594	82	5,568	822
MAINE	414	287	234	885	0	7,887	153
MARYLAND	738	738	664	221	0	5,181	295
MASSACHUSETTS	2	11	4	7	1	67	0
MICHIGAN	437	1,087	268	892	79	5,142	668
MINNESOTA	873	434	-	-	-	3,988	-
MISSISSIPPI	115	481	115	282	59	2,122	151
MISSOURI	0	734	732	518	298	4,442	738
MONTANA	117	147	36	183	26	1,285	28
NEBRASKA	168	188	19	18	0	885	662
NEVADA	41	65	18	27	0	389	128
NEW HAMPSHIRE	4	6	1	7	16	63	98
NEW JERSEY	373	965	342	1,068	141	5,482	2,382
NEW MEXICO	81	218	33	135	13	893	221
NEW YORK	0	1,098	0	3,113	0	11,612	4,847
NORTH CAROLINA	487	664	297	674	13	3,985	633
NORTH DAKOTA	23	15	7	52	1	173	0
OHIO	399	948	438	26	55	4,574	755
OKLAHOMA	775	357	86	245	14	4,266	341
OREGON	5	62	9	21	288	699	44
PENNSYLVANIA	46	1,387	1,253	1,348	485	7,419	3,495
PUERTO RICO	0	4	1	64	0	116	0
RHODE ISLAND	0	4	3	2	0	69	118
SOUTH CAROLINA	114	463	127	379	0	2,272	162
SOUTH DAKOTA	38	219	27	62	93	779	413
TENNESSEE	16	38	11	18	1	167	615
TEXAS	2,088	3,988	4,088	6,188	0	38,132	0
UTAH	323	368	58	128	0	2,176	55
VERMONT	-	-	-	-	-	-	-
VIRGINIA	117	438	114	336	17	2,846	1,818
WASHINGTON	0	0	0	0	0	1,279	0
WEST VIRGINIA	218	274	85	385	6	1,728	153
WISCONSIN	931	1,162	0	718	0	4,473	0
WYOMING	54	65	24	88	1	588	35
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	63	63	0	63	0	274	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	68	68	68	112	0	633	45
U.S. & INSULAR AREAS	13,569	29,999	14,182	25,798	3,788	191,561	29,911
50 STATES, D.C. & P.R.	13,448	29,876	14,842	25,623	3,788	190,654	29,866

DATA AS OF OCTOBER 1, 1987.

(T8A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	26	3	2	2	0	2	0	27	2	0	33
ALASKA	3	0	0	0	0	0	1	0	0	0	4
ARIZONA	6	1	0	0	0	0	0	0	0	0	6
ARKANSAS	7	2	4	0	0	3	0	0	4	0	6
CALIFORNIA	155	27	255	4	0	0	2	1	4	0	9
COLORADO	0	0	0	0	0	18	56	0	27	0	138
CONNECTICUT	6	1	0	0	0	0	0	0	0	0	5
DELAWARE	1	0	0	0	0	0	0	0	0	0	8
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	158	51	4	0	0	0	0	0	0	0	0
GEORGIA	1	2	1	0	0	1	44	42	48	1	157
HAWAII	10	0	0	0	0	0	0	1	2	1	15
IDAH0	5	3	18	0	0	0	0	18	0	0	10
ILLINOIS	9	2	0	0	0	3	1	2	6	1	8
INDIANA	172	10	1	0	0	0	1	0	1	2	10
IOWA	0	0	0	0	0	4	0	3	8	0	31
KANSAS	6	1	2	0	0	0	0	0	0	0	0
KENTUCKY	6	1	0	0	0	0	1	0	0	1	5
LOUISIANA	76	30	4	6	0	0	1	0	0	0	7
MAINE	136	7	14	16	25	10	12	2	36	12	14
MARYLAND	163	0	15	0	0	34	138	7	59	0	13
MASSACHUSETTS	0	0	0	0	0	15	92	0	15	0	123
MICHIGAN	0	0	0	0	0	7	0	0	0	0	0
MINNESOTA	35	-	-	-	-	-	-	-	-	-	7
MISSISSIPPI	9	9	0	0	1	0	1	0	0	0	7
MISSOURI	62	0	4	0	0	0	0	0	0	0	0
MONTANA	8	7	4	0	0	4	48	68	0	0	64
NEBRASKA	3	0	2	0	0	0	3	2	1	1	13
NEVADA	0	0	0	1	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	32	2	4	0	1	0	0	0	0	0	3
NEW MEXICO	36	1	0	0	0	0	2	2	3	1	20
NEW YORK	0	0	0	0	0	0	2	4	2	3	33
NORTH CAROLINA	6	2	6	0	0	0	0	0	0	0	28
NORTH DAKOTA	1	1	0	0	0	6	1	1	0	0	10
OHIO	0	0	3	0	0	0	0	1	0	0	2
OKLAHOMA	14	2	1	0	0	2	3	0	0	0	0
OREGON	0	0	0	0	0	0	1	2	1	1	14
PENNSYLVANIA	124	5	121	0	0	0	0	0	0	0	1
PUERTO RICO	3	2	0	0	0	0	0	0	0	0	121
RHODE ISLAND	2	0	0	0	0	0	0	0	0	0	4
SOUTH CAROLINA	52	35	6	0	0	0	0	0	0	0	0
SOUTH DAKOTA	1	1	0	0	0	0	0	15	10	0	46
TENNESSEE	2	0	0	0	0	1	0	0	0	0	1
TEXAS	35	2	45	0	0	0	0	0	0	0	0
UTAH	9	0	0	0	0	20	0	1	0	0	10
VERMONT	-	-	-	-	-	0	1	-	-	-	10
VIRGINIA	22	0	0	0	0	0	1	-	-	-	-
WASHINGTON	0	0	9	0	0	0	0	10	1	0	25
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0	9
WISCONSIN	51	0	8	0	0	0	4	3	0	3	8
WYOMING	5	2	1	0	1	1	2	2	2	2	22
AMERICAN SAMOA	0	0	0	0	0	0	2	2	2	2	8
GUAM	0	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	0	0	0	0	0
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	2	0	4	0	2
U.S. & INSULAR AREAS	1,461	212	511	29	36	135	411	206	236	29	1,064
50 STATES, D.C. & P.R.	1,461	212	511	29	36	135	409	206	232	29	1,062

DATA AS OF OCTOBER 1, 1987.

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TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 18 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

SPEECH IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	27	40	28	31	2	225	29
ALASKA	1	1	0	2	1	13	3
ARIZONA	8	12	4	7	1	50	10
ARKANSAS	5	8	6	7	0	59	16
CALIFORNIA	137	920	457	677	10	2,877	1,742
COLORADO	1	4	0	4	5	19	28
CONNECTICUT	0	10	0	0	0	25	0
DELAWARE	0	0	0	0	0	1	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0
FLORIDA	110	161	142	157	10	1,006	62
GEORGIA	9	9	1	15	0	57	43
HAWAII	10	10	10	10	0	80	0
IDAH0	7	8	4	5	1	54	1
ILLINOIS	1	88	2	2	2	120	136
INDIANA	20	30	15	42	0	344	662
IOWA	0	0	0	0	0	0	0
KANSAS	0	4	2	0	1	22	17
KENTUCKY	0	4	2	7	3	31	30
LOUISIANA	24	22	14	0	100	446	486
MAINE	27	15	34	138	0	685	27
MARYLAND	31	276	184	123	0	1,837	31
MASSACHUSETTS	0	0	0	0	0	0	0
MICHIGAN	0	0	0	7	0	21	77
MINNESOTA	0	0	0	0	0	35	0
MISSISSIPPI	2	7	1	5	1	43	1
MISSOURI	0	18	140	82	32	514	100
MONTANA	5	3	6	5	3	61	3
NEBRASKA	0	0	0	0	0	5	23
NEVADA	0	0	0	0	0	1	3
NEW HAMPSHIRE	0	0	0	0	5	9	3
NEW JERSEY	17	15	9	23	10	151	250
NEW MEXICO	9	45	4	18	4	161	49
NEW YORK	0	0	0	0	0	29	36
NORTH CAROLINA	3	6	0	8	1	38	17
NORTH DAKOTA	0	1	1	2	0	9	0
OHIO	0	3	0	0	40	49	88
OKLAHOMA	0	14	5	10	0	75	9
OREGON	0	1	0	0	0	2	25
PENNSYLVANIA	0	121	1	121	9	623	283
PUERTO RICO	1	0	1	2	1	14	0
RHODE ISLAND	0	0	0	0	0	2	14
SOUTH CAROLINA	0	17	0	31	0	212	47
SOUTH DAKOTA	1	2	0	3	4	14	27
TENNESSEE	0	0	0	0	0	2	20
TEXAS	10	15	8	25	0	170	0
UTAH	10	1	1	0	0	33	3
VERMONT	0	0	0	0	0	0	0
VIRGINIA	3	16	7	9	4	96	71
WASHINGTON	0	0	0	0	0	0	69
WEST VIRGINIA	3	6	0	10	0	37	8
WISCONSIN	0	0	0	0	0	81	0
WYOMING	0	7	1	8	9	50	3
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	0	0	1	11	24
U.S. & INSULAR AREAS	499	1,927	1,090	1,084	319	9,769	4,589
50 STATES, D.C. & P.R.	498	1,926	1,090	1,084	318	9,758	4,585

DATA AS OF OCTOBER 1, 1987.

(T8A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,131	545	5	13	13	78	310	454	492	61	1,521
ALASKA	13	6	0	0	3	0	5	9	6	6	18
ARIZONA	120	146	6	23	1	23	75	96	96	62	263
ARKANSAS	106	128	26	2	2	25	45	83	52	81	455
CALIFORNIA	86	59	27	2	0	41	51	83	98	20	125
COLORADO	66	26	0	1	1	36	13	56	46	54	128
CONNECTICUT	43	27	13	0	1	14	15	6	4	36	47
DELAWARE	59	70	0	2	10	3	29	54	30	24	119
DISTRICT OF COLUMBIA	1	40	1	0	0	3	73	83	39	0	40
FLORIDA	952	762	34	1	2	216	470	509	431	271	1,197
GEORGIA	336	266	4	0	5	35	201	212	284	45	654
HAWAII	93	93	42	0	44	44	34	44	34	12	93
IDaho	77	51	2	4	1	13	35	53	63	36	130
ILLINOIS	345	107	4	0	1	86	62	110	299	133	531
INDIANA	860	496	27	4	26	143	374	468	425	173	1,254
IONA	365	185	28	6	20	62	184	218	224	127	484
KANSAS	147	128	9	3	3	36	56	107	80	75	285
KENTUCKY	506	185	40	0	5	87	204	267	224	53	782
LOUISIANA	1,044	214	14	10	56	90	310	236	332	100	1,416
MAINE	1,006	141	276	33	36	543	1,000	119	61	61	815
MARYLAND	454	227	28	0	0	40	510	312	363	284	510
MASSACHUSETTS	41	219	13	14	31	263	78	49	0	222	67
MICHIGAN	501	368	11	0	5	128	215	353	519	215	736
MINNESOTA	639	135	90	-	-	-	135	450	-	-	790
MISSISSIPPI	328	202	12	8	28	17	74	130	167	13	511
MISSOURI	664	666	46	16	46	242	292	544	436	362	1,328
MONTANA	186	77	5	4	2	9	29	63	52	18	141
NEBRASKA	369	71	41	0	0	0	53	101	59	41	301
NEVADA	11	15	5	0	3	3	13	7	19	6	33
NEW HAMPSHIRE	2	2	0	0	0	0	0	4	1	2	4
NEW JERSEY	360	224	10	0	59	94	131	172	225	62	499
NEW MEXICO	39	67	10	0	14	21	24	42	46	37	88
NEW YORK	1,064	0	0	0	532	266	1,061	2,393	1,595	798	1,595
NORTH CAROLINA	734	282	6	0	15	98	236	213	174	77	1,081
NORTH DAKOTA	19	16	6	6	6	7	6	16	0	15	32
OHIO	916	719	13	6	19	98	389	436	428	183	1,915
OKLAHOMA	483	265	4	12	6	34	142	141	141	92	442
OREGON	13	2	0	1	0	0	0	31	2	6	47
PENNSYLVANIA	636	58	39	3	2	32	57	59	106	125	732
PUERTO RICO	123	76	0	1	0	6	58	21	0	1	167
RHODE ISLAND	2	0	0	0	0	8	0	2	2	1	14
SOUTH CAROLINA	902	321	150	0	4	277	235	563	269	113	1,322
SOUTH DAKOTA	144	37	5	1	3	38	17	95	72	39	173
TENNESSEE	9	1	0	0	0	1	2	1	4	0	18
TEXAS	0	1,250	0	0	0	560	500	750	600	550	1,400
UTAH	157	102	78	1	0	8	19	122	75	18	195
VERMONT	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	456	268	31	1	27	100	244	343	187	77	714
WASHINGTON	37	37	0	0	0	0	13	153	37	13	159
WEST VIRGINIA	271	119	6	1	13	25	101	146	80	27	463
WISCONSIN	1,185	303	0	0	0	0	243	561	599	276	1,185
WYOMING	28	17	4	1	2	4	12	25	10	9	51
AMERICAN SAMOA	6	1	0	0	0	0	0	0	1	0	0
GUAM	25	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	35
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	46	8	0	2	0	1	9	13	7	5	48
U.S. & INSULAR AREAS	18,267	9,824	1,173	184	1,047	3,962	9,176	11,470	9,648	5,201	26,885
50 STATES, D.C. & P.R.	18,190	9,815	1,173	182	1,047	3,961	9,159	11,451	9,640	5,196	26,810

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

MENTALLY RETARDED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	984	1,378	577	1,185	55	8,784	181
ALASKA	21	15	8	14	0	128	3
ARIZONA	185	289	98	151	32	1,518	25
ARKANSAS	173	254	99	148	28	1,819	147
CALIFORNIA	171	338	187	92	3	1,425	37
COLORADO	67	97	27	92	63	777	172
CONNECTICUT	12	84	0	47	33	364	0
DELAWARE	65	87	30	188	0	696	4
DISTRICT OF COLUMBIA	43	0	0	39	0	362	23
FLORIDA	988	1,111	542	1,179	22	8,667	229
GEORGIA	353	578	218	652	0	3,841	248
HAWAII	93	93	93	93	34	941	0
IDAH0	187	121	82	113	27	897	21
ILLINOIS	285	1,884	156	879	81	3,963	689
INDIANA	688	979	465	1,194	0	7,548	196
IOWA	246	378	252	332	112	3,883	118
KANSAS	137	232	85	181	30	1,586	82
KENTUCKY	396	529	298	487	94	4,177	91
LOUISIANA	292	1,184	358	518	88	8,258	588
MAINE	414	212	278	758	0	5,617	212
MARYLAND	518	518	538	454	0	4,746	28
MASSACHUSETTS	41	258	87	176	53	1,612	0
MICHIGAN	418	654	298	688	228	5,321	123
MINNESOTA	518	548	378	638	-	4,383	-
MISSISSIPPI	228	451	128	489	16	2,728	87
MISSOURI	0	758	828	838	878	7,728	594
MONTANA	73	86	48	82	11	798	7
NEBRASKA	289	253	89	91	0	1,778	28
NEVADA	22	22	13	22	0	194	8
NEW HAMPSHIRE	3	3	0	1	3	25	5
NEW JERSEY	287	363	258	533	43	3,318	142
NEW MEXICO	73	94	47	98	34	726	15
NEW YORK	0	2,383	0	1,881	0	14,358	142
NORTH CAROLINA	514	883	271	773	39	5,378	283
NORTH DAKOTA	18	19	14	21	12	215	2
OHIO	887	1,713	481	747	35	8,983	1,836
OKLAHOMA	219	352	139	388	18	2,718	144
OREGON	9	15	1	17	0	144	8
PENNSYLVANIA	612	637	117	715	388	4,238	2,269
PUERTO RICO	44	111	81	118	75	854	5
RHODE ISLAND	9	5	0	3	3	49	74
SOUTH CAROLINA	398	748	389	1,825	0	6,568	0
SOUTH DAKOTA	125	145	187	119	52	1,172	82
TENNESSEE	8	8	4	7	0	63	186
TEXAS	1,588	1,313	1,288	1,445	0	11,888	0
UTAH	178	94	67	88	8	1,194	8
VERMONT	-	-	-	-	-	-	-
VIRGINIA	334	588	284	488	14	4,848	128
WASHINGTON	13	37	37	159	64	759	0
WEST VIRGINIA	347	288	287	369	18	2,541	18
WISCONSIN	1,185	1,185	0	1,185	0	7,987	0
WYOMING	23	33	15	27	2	283	1
AMERICAN SAMOA	2	3	1	1	0	15	0
GUAM	35	35	4	35	0	183	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	13	39	15	29	4	231	1
U.S. & INSULAR AREAS	14,516	23,523	9,758	21,521	2,376	168,523	8,237
50 STATES, D.C. & P.R.	14,488	23,446	9,738	21,456	2,372	168,894	8,236

DATA AS OF OCTOBER 1, 1987.

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TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	77	9	2	0	0	18	24	14	13	2	52
ALASKA	24	1	0	0	1	2	16	4	1	2	11
ARIZONA	311	27	6	0	0	31	199	37	20	19	140
ARKANSAS	14	1	0	0	0	4	9	2	0	1	18
CALIFORNIA	143	97	44	3	0	67	83	137	162	33	206
COLORADO	238	1	1	0	3	133	29	58	115	117	219
CONNECTICUT	26	2	1	0	2	91	66	7	2	3	43
DELAWARE	71	3	0	0	0	3	20	12	8	9	94
DISTRICT OF COLUMBIA	2	0	0	0	0	0	1	1	0	0	0
FLORIDA	817	187	2	0	0	340	366	123	201	41	652
GEORGIA	162	5	0	0	0	11	80	44	44	6	162
HAWAII	32	14	32	0	0	32	32	14	14	3	32
IDAHO	19	2	0	0	1	8	9	10	7	5	18
ILLINOIS	1,136	446	0	1	1	27	911	22	570	7	1,167
INDIANA	179	51	1	0	1	20	56	36	25	26	132
IOWA	241	29	0	0	1	138	86	99	54	97	190
KANSAS	106	15	5	0	0	35	35	19	31	6	121
KENTUCKY	74	15	0	0	0	13	74	9	44	10	63
LOUISIANA	1,832	24	20	26	24	120	786	70	42	130	304
MAINE	906	166	0	0	90	906	906	428	137	151	687
MARYLAND	488	98	73	0	0	464	488	244	390	73	439
MASSACHUSETTS	19	98	0	0	14	117	35	22	0	99	30
MICHIGAN	635	57	5	0	5	204	172	87	133	46	523
MINNESOTA	293	8	-	-	-	175	-	59	59	-	175
MISSISSIPPI	10	1	0	0	0	0	1	0	0	1	4
MISSOURI	360	6	0	0	0	0	232	140	28	96	212
MONTANA	68	6	0	0	3	5	26	8	7	30	29
NEBRASKA	120	0	0	0	0	0	19	29	0	9	102
NEVADA	11	2	0	0	0	4	2	2	3	1	14
NEW HAMPSHIRE	20	0	0	0	0	0	1	0	0	1	7
NEW JERSEY	987	58	2	1	2	122	134	59	56	26	682
NEW MEXICO	52	4	0	0	0	6	14	8	10	2	33
NEW YORK	420	0	0	0	0	1,259	3,356	2,937	0	1,259	2,098
NORTH CAROLINA	295	36	2	1	4	41	107	45	32	29	232
NORTH DAKOTA	4	1	11	0	0	5	3	0	0	0	0
OHIO	267	3	0	0	0	0	3	0	0	0	0
OKLAHOMA	66	29	0	1	1	34	78	74	6	20	210
OREGON	16	0	0	0	0	0	11	46	1	2	29
PENNSYLVANIA	536	7	2	2	10	63	53	46	16	31	447
PUERTO RICO	1	1	0	0	0	2	2	0	0	0	2
RHODE ISLAND	5	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	214	40	2	0	0	65	0	0	0	1	1
SOUTH DAKOTA	119	5	0	0	0	65	58	6	48	15	148
TENNESSEE	4	0	0	0	0	2	3	19	8	7	55
TEXAS	1,000	200	0	0	0	275	500	100	350	0	600
UTAH	275	30	129	0	0	7	130	121	23	1	279
VERMONT	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	477	23	7	0	4	245	90	39	14	12	304
WASHINGTON	234	0	0	0	0	0	0	0	0	0	139
WEST VIRGINIA	96	1	0	0	0	0	15	2	2	2	75
WISCONSIN	1,056	0	0	0	0	0	949	515	0	0	729
WYOMING	33	3	0	0	0	2	9	2	3	5	20
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	9	0	0	0	0	1	7	1	0	1	3
U.S. & INSULAR AREAS	13,740	1,806	353	41	167	5,262	10,394	5,734	2,389	3,280	11,906
50 STATES, D.C. & P.R.	13,733	1,806	353	41	167	5,255	10,381	5,727	2,689	3,279	11,897

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 18 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

EMOTIONALLY DISTURBED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	28	47	25	82	1	373	12
ALASKA	5	9	5	19	0	108	0
ARIZONA	78	118	38	198	1	1,284	33
ARKANSAS	4	4	3	1	0	53	0
CALIFORNIA	282	626	368	152	6	2,349	0
COLORADO	41	153	28	73	99	1,388	397
CONNECTICUT	0	77	0	21	6	349	0
DELAWARE	65	81	15	74	4	459	2
DISTRICT OF COLUMBIA	1	0	0	0	0	5	9
FLORIDA	578	583	288	666	11	4,847	182
GEORGIA	8	193	0	74	0	789	389
HAWAII	32	22	18	32	0	327	0
IDaho	15	16	11	19	3	143	0
ILLINOIS	585	1,259	33	1,855	64	7,212	1,788
INDIANA	75	187	34	117	0	854	22
IOWA	118	112	62	116	85	1,428	65
KANSAS	59	114	59	78	13	688	34
KENTUCKY	51	71	59	28	7	516	0
LOUISIANA	132	258	58	252	14	3,358	188
MAINE	686	388	488	988	0	6,675	52
MARYLAND	439	439	439	439	0	4,513	0
MASSACHUSETTS	18	115	32	79	11	788	0
MICHIGAN	183	426	89	387	18	2,862	256
MINNESOTA	178	178	59	175	-	1,343	-
MISSISSIPPI	0	2	0	2	1	22	1
MISSOURI	0	328	196	218	212	2,158	738
MONTANA	46	55	8	28	1	312	0
NEBRASKA	85	86	17	7	0	454	12
NEVADA	8	18	3	6	1	68	4
NEW HAMPSHIRE	1	7	2	6	5	51	7
NEW JERSEY	219	588	161	885	86	3,648	586
NEW MEXICO	19	31	6	14	3	282	16
NEW YORK	0	2,898	0	1,878	0	15,185	0
NORTH CAROLINA	112	146	48	131	45	1,298	49
NORTH DAKOTA	1	9	0	3	0	28	0
OHIO	36	148	6	53	6	941	68
OKLAHOMA	12	28	4	28	0	253	4
OREGON	0	1	0	3	1	97	6
PENNSYLVANIA	38	449	378	483	157	2,788	1,878
PUERTO RICO	0	0	0	1	0	9	0
RHODE ISLAND	0	2	0	2	1	12	117
SOUTH CAROLINA	72	125	68	118	0	971	94
SOUTH DAKOTA	27	74	22	38	17	392	94
TENNESSEE	2	2	3	3	0	26	43
TEXAS	558	888	488	758	0	6,465	0
UTAH	219	214	64	184	0	1,684	51
VERMONT	-	-	-	-	-	-	-
VIRGINIA	83	247	119	197	8	1,873	127
WASHINGTON	0	0	0	0	95	488	0
WEST VIRGINIA	51	85	35	78	0	424	24
WISCONSIN	824	682	0	729	0	5,484	0
WYOMING	3	17	5	13	0	115	2
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	42	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	4	3	6	0	37	0
U.S. & INSULAR AREAS	5,865	11,549	3,652	10,264	976	87,686	6,388
50 STATES, D.C. & P.R.	5,859	11,539	3,649	10,256	976	87,687	6,388

DATA AS OF OCTOBER 1, 1987.

(78A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

HARD OF HEARING & DEAF

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDE- PEND- ENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	16	6	9	12	3	0	7	3	5	3	16
ALASKA	5	0	0	5	1	0	1	0	0	0	4
ARIZONA	7	1	2	13	0	3	1	3	0	0	7
ARKANSAS	36	31	19	23	1	2	5	20	3	0	47
CALIFORNIA	91	234	176	230	57	4	31	184	114	221	248
COLORADO	19	0	5	17	2	3	1	6	2	0	17
CONNECTICUT	4	2	2	4	0	0	2	1	0	0	11
DELAWARE	4	0	0	4	0	4	1	1	0	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	2
FLORIDA	52	23	73	80	5	3	21	26	44	4	66
GEORGIA	23	7	10	0	0	0	5	9	0	0	6
HAWAII	36	36	36	36	36	12	17	27	14	0	36
IDaho	10	5	5	3	0	0	1	2	6	3	9
ILLINOIS	10	6	3	49	1	4	46	3	96	3	28
INDIANA	33	13	10	12	1	6	6	9	10	3	41
Idaho	37	1	40	36	0	2	4	7	9	1	47
KANSAS	16	3	6	7	2	1	3	6	3	2	11
KENTUCKY	16	3	15	6	0	0	9	0	2	1	14
LOUISIANA	240	196	192	216	16	2	44	46	4	6	210
MAINE	117	30	90	108	50	41	117	21	15	11	89
MARYLAND	108	49	161	88	0	21	115	19	60	0	106
MASSACHUSETTS	6	28	2	2	4	34	10	6	0	28	6
MICHIGAN	35	6	36	34	0	2	14	25	43	4	48
MINNESOTA	55	2	6	6	2	3	10	4	10	0	55
MISSISSIPPI	10	2	6	6	2	3	2	4	3	0	11
MISSOURI	74	20	82	70	0	6	6	96	2	0	88
MONTANA	3	3	0	0	0	0	1	0	0	0	3
NEBRASKA	25	0	0	22	0	0	2	25	2	0	15
NEVADA	4	0	0	5	0	0	0	0	0	0	3
NEW HAMPSHIRE	2	0	0	3	1	0	1	0	0	0	1
NEW JERSEY	50	6	25	28	3	6	10	20	19	4	46
NEW MEXICO	19	0	19	17	0	2	2	4	5	3	11
NEW YORK	108	0	256	463	0	0	0	61	0	0	246
NORTH CAROLINA	54	6	7	25	21	2	5	6	11	5	49
NORTH DAKOTA	—	—	—	—	—	—	—	—	—	—	—
OHIO	57	10	56	43	14	13	16	46	0	0	50
OKLAHOMA	86	36	27	10	9	1	23	9	12	3	71
OREGON	4	0	0	0	0	0	1	1	0	0	4
PENNSYLVANIA	32	0	19	91	6	10	15	12	5	9	67
PUERTO RICO	0	0	0	0	0	1	6	0	0	0	9
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	117	24	49	114	0	0	7	20	20	0	62
SOUTH DAKOTA	6	2	6	9	2	3	0	3	3	3	6
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	101	93	190	205	0	35	82	95	37	0	127
UTAH	4	0	5	1	0	1	0	1	0	0	21
VERMONT	—	—	—	—	—	—	—	—	—	—	—
VIRGINIA	20	20	15	17	5	1	11	15	26	1	26
WASHINGTON	0	0	15	13	0	0	0	0	0	0	11
WEST VIRGINIA	0	2	1	5	1	4	2	3	0	0	6
WISCONSIN	10	0	30	33	0	3	0	0	0	0	12
WYOMING	1	0	0	0	0	0	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	1	1	0	0	2	1	0	0	2
NORTHERN MARIANAS	—	—	—	—	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	2	2	2	2	0	0	2	1	2	0	3
U.S. & INSULAR AREAS	1,919	930	1,726	2,119	243	245	669	771	587	316	2,077
50 STATES, D.C. & P.R.	1,916	928	1,723	2,116	243	245	665	769	585	316	2,072

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

HARD OF HEARING & DEAF

STATE	TRANSITION'L EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	9	15	5	19	6	136	7
ALASKA	4	9	0	5	0	34	2
ARIZONA	5	6	2	4	2	56	7
ARKANSAS	21	41	12	49	0	310	6
CALIFORNIA	184	186	96	191	41	2,221	164
COLORADO	13	14	1	15	4	119	25
CONNECTICUT	0	7	0	0	0	41	0
DELAWARE	1	5	1	6	0	28	0
DISTRICT OF COLUMBIA	0	0	0	0	0	2	1
FLORIDA	40	74	33	97	2	643	5
GEORGIA	13	20	1	17	0	113	0
HAWAII	36	36	36	36	0	430	0
IDAH0	5	8	6	9	3	75	1
ILLINOIS	52	91	46	23	5	466	79
INDIANA	20	29	8	29	0	232	6
IOWA	7	41	6	43	2	283	10
KANSAS	9	7	3	9	1	79	5
KENTUCKY	9	11	6	15	0	111	10
LOUISIANA	40	192	106	222	18	1,766	24
MAINE	95	50	44	97	0	975	23
MARYLAND	96	156	85	65	0	1,213	13
MASSACHUSETTS	6	32	12	22	4	294	0
MICHIGAN	32	50	15	65	20	436	14
MINNESOTA	40	15	15	40	-	248	-
MISSISSIPPI	5	12	0	8	-	75	3
MISSOURI	0	44	50	76	62	672	14
MONTANA	0	4	0	1	0	17	0
NEBRASKA	13	14	0	25	0	143	0
NEVADA	1	2	2	5	0	22	4
NEW HAMPSHIRE	0	2	0	1	0	12	1
NEW JERSEY	30	45	25	51	7	362	36
NEW MEXICO	5	24	14	20	8	155	3
NEW YORK	0	372	0	253	0	1,701	0
NORTH CAROLINA	19	25	0	42	1	284	6
NORTH DAKOTA	-	-	-	-	-	-	-
OHIO	36	43	34	43	16	477	16
OKLAHOMA	45	43	30	28	6	439	21
OREGON	0	1	0	1	1	13	1
PENNSYLVANIA	14	63	15	67	16	449	128
PUERTO RICO	1	6	8	5	5	54	2
RHODE ISLAND	0	0	0	0	1	2	15
SOUTH CAROLINA	26	53	15	40	0	547	45
SOUTH DAKOTA	5	4	1	8	4	65	9
TENNESSEE	0	0	0	2	0	2	9
TEXAS	97	162	67	192	0	1,563	0
UTAH	4	5	1	10	0	53	1
VERMONT	-	-	-	-	-	-	-
VIRGINIA	15	40	10	22	21	265	12
WASHINGTON	8	0	0	11	4	76	0
WEST VIRGINIA	5	10	3	7	1	58	0
WISCONSIN	0	0	0	1	0	97	0
WYOMING	1	2	0	1	0	6	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	2	2	0	2	0	14	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	3	3	3	1	29	0
U.S. & INSULAR AREAS	1,002	2,009	832	2,011	263	17,801	730
50 STATES, D.C. & P.R.	1,077	2,064	829	2,006	262	17,836	736

DATA AS OF OCTOBER 1, 1987.

(78A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 18 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	24	20	7	1	0	14	23	17	16	14	19
ALASKA	2	4	1	0	1	2	1	4	1	1	4
ARIZONA	11	17	14	3	0	21	9	22	17	6	25
ARKANSAS	8	8	0	0	0	3	4	4	3	7	12
CALIFORNIA	86	60	27	2	1	41	51	84	96	20	125
COLORADO	22	14	1	1	0	13	7	11	25	22	28
CONNECTICUT	7	3	0	0	0	4	2	4	2	3	4
DELAWARE	9	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	0	0	0	0	1	0	1	0	1
GEORGIA	-	-	-	-	-	-	-	-	-	-	-
HAWAII	12	12	12	6	6	12	12	12	12	0	12
IDaho	3	3	1	0	1	1	1	1	3	1	3
ILLINOIS	-	-	-	-	-	-	-	-	-	-	-
INDIANA	38	46	4	1	1	26	31	19	27	37	39
IONA	5	27	2	0	0	12	11	8	14	19	16
KANSAS	2	4	1	1	1	2	4	1	3	4	3
KENTUCKY	16	20	16	0	0	4	22	15	19	17	20
LOUISIANA	8	42	20	4	0	20	28	30	36	42	60
MAINE	108	9	70	0	0	9	106	23	17	60	41
MARYLAND	200	167	167	13	13	167	125	105	200	50	188
MASSACHUSETTS	11	56	3	3	6	67	20	13	6	57	17
MICHIGAN	0	20	20	0	0	20	0	0	41	41	0
MINNESOTA	-	-	-	-	-	-	-	-	-	-	-
MISSISSIPPI	0	2	1	0	0	2	2	1	2	1	3
MISSOURI	26	20	6	0	0	30	16	4	22	10	30
MONTANA	14	18	5	2	1	6	6	6	21	9	20
NEBRASKA	5	21	11	0	0	2	12	11	15	10	16
NEVADA	2	4	2	0	0	1	3	1	4	1	6
NEW HAMPSHIRE	0	0	1	0	0	1	0	0	0	1	1
NEW JERSEY	119	37	16	4	5	40	37	42	53	32	122
NEW MEXICO	7	3	1	0	0	5	2	4	6	3	10
NEW YORK	161	161	161	161	161	161	161	161	161	161	161
NORTH CAROLINA	25	26	5	3	0	17	16	17	16	23	35
NORTH DAKOTA	-	-	-	-	-	-	-	-	-	-	-
OHIO	79	104	13	3	0	31	46	52	95	65	132
OKLAHOMA	2	26	1	0	1	5	6	5	4	2	10
OREGON	-	-	-	-	-	-	-	-	-	-	-
PENNSYLVANIA	6	4	4	4	12	4	14	4	6	12	6
PUERTO RICO	11	2	0	0	0	2	5	1	2	1	4
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	7	25	16	0	0	14	13	5	5	14	4
SOUTH DAKOTA	16	12	0	0	0	9	3	15	19	11	17
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	19	70	52	0	0	37	49	20	35	75	71
UTAH	61	65	42	0	0	19	46	51	17	19	50
VERMONT	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	54	28	25	3	0	24	22	41	26	15	51
WASHINGTON	40	36	40	36	0	0	36	0	49	36	36
WEST VIRGINIA	-	-	-	-	-	-	-	-	-	-	-
WISCONSIN	23	23	23	0	0	0	10	11	23	11	23
WYOMING	0	1	0	0	1	4	1	2	2	0	8
AMERICAN SAMOA	0	1	0	0	0	0	1	0	1	0	0
GUAM	1	0	0	0	0	1	1	1	1	0	1
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	1	-	0	0	0	1	1	2	1	3
U.S. & INSULAR AREAS	1,232	1,216	804	250	221	853	975	829	1,126	929	1,441
50 STATES, D.C. & P.R.	1,249	1,216	804	250	221	852	972	827	1,122	928	1,437

DATA AS OF OCTOBER 1, 1987.

(TBA206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

MULTIHANDICAPPED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	8	7	4	22	3	199	1
ALASKA	4	2	1	4	1	33	1
ARIZONA	26	27	16	24	5	245	1
ARKANSAS	4	7	4	3	0	67	2
CALIFORNIA	172	381	188	92	3	1,431	0
COLORADO	14	21	7	32	34	252	47
CONNECTICUT	1	10	0	3	0	43	0
DELAWARE	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	1	0	1	0	6	0
FLORIDA	-	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-	-
HAWAII	12	12	12	12	0	156	0
IDAH0	3	3	3	3	1	31	0
ILLINOIS	-	-	-	-	-	-	-
INDIANA	13	20	7	38	0	341	0
IOWA	11	16	5	4	5	157	1
KANSAS	1	1	2	2	2	34	1
KENTUCKY	12	18	16	18	10	226	1
LOUISIANA	34	54	2	48	4	434	2
MAINE	82	46	11	52	0	627	0
MARYLAND	280	280	280	280	0	2,284	13
MASSACHUSETTS	11	66	22	45	6	485	0
MICHIGAN	0	0	0	0	20	162	20
MINNESOTA	-	-	-	-	-	-	-
MISSISSIPPI	2	2	0	2	0	20	0
MISSOURI	0	28	8	20	32	262	20
MONTANA	11	12	9	15	7	164	2
NEBRASKA	6	4	1	20	0	134	1
NEVADA	5	3	3	3	6	36	2
NEW HAMPSHIRE	0	0	0	1	0	5	3
NEW JERSEY	53	86	49	151	12	858	33
NEW MEXICO	5	9	4	5	0	64	2
NEW YORK	161	161	161	161	0	2,415	36
NORTH CAROLINA	12	31	11	31	4	274	1
NORTH DAKOTA	-	-	-	-	-	-	-
OHIO	124	185	32	91	49	1,021	0
OKLAHOMA	7	6	2	3	1	81	1
OREGON	-	-	-	-	-	-	-
PENNSYLVANIA	6	6	4	4	12	188	2
PUERTO RICO	1	1	0	4	3	37	2
RHODE ISLAND	0	0	0	0	0	0	1
SOUTH CAROLINA	8	11	0	2	0	126	0
SOUTH DAKOTA	17	13	12	11	8	165	10
TENNESSEE	0	0	0	0	0	0	1
TEXAS	70	75	70	85	0	728	0
UTAH	34	28	29	29	0	492	2
VERMONT	-	-	-	-	-	-	-
VIRGINIA	32	42	34	36	0	430	12
WASHINGTON	38	38	38	38	11	500	0
WEST VIRGINIA	-	-	-	-	-	-	-
WISCONSIN	23	23	0	23	0	216	0
WYOMING	4	12	2	0	0	54	1
AMERICAN SAMOA	0	0	0	0	0	3	0
GUAM	1	0	0	1	0	8	0
NORTHERN MARIANAS TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	1	0	2	0	15	0
U.S. & INSULAR AREAS	1,232	1,509	969	1,350	233	15,271	222
50 STATES, D.C. & P.R.	1,230	1,508	969	1,347	233	15,245	222

DATA AS OF OCTOBER 1, 1987.

(T8A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	9	15	9	0	1	11	13	9	11	0	13
ALASKA	1	0	1	0	0	0	0	1	0	0	1
ARIZONA	14	16	6	3	2	7	8	14	9	7	14
ARKANSAS	12	2	2	0	19	1	0	0	0	0	14
CALIFORNIA	57	340	164	0	42	95	40	259	254	129	246
COLORADO	2	1	0	0	0	2	1	2	0	0	6
CONNECTICUT	0	2	1	0	0	0	0	0	0	1	2
DELAWARE	9	10	1	0	0	1	3	0	2	1	5
DISTRICT OF COLUMBIA	2	4	4	0	0	4	4	4	0	0	4
FLORIDA	78	70	29	3	1	34	34	53	48	16	95
GEORGIA	12	3	0	0	0	4	2	7	4	0	6
HAWAII	20	20	20	0	0	20	20	11	11	0	20
IDaho	4	4	3	0	0	2	1	3	3	2	6
ILLINOIS	66	15	1	0	0	19	6	54	68	4	26
INDIANA	9	13	3	0	0	2	6	5	5	2	10
IOWA	12	23	13	0	0	11	5	12	7	7	16
KANSAS	20	5	11	0	0	23	3	10	0	19	26
KENTUCKY	4	21	21	0	0	36	2	21	20	2	39
LOUISIANA	24	24	10	0	0	18	12	8	16	2	28
MAINE	40	33	41	10	14	49	49	14	10	7	46
MARYLAND	47	38	30	0	0	47	24	24	41	7	41
MASSACHUSETTS	0	0	0	0	0	0	0	0	0	0	0
MICHIGAN	36	30	12	5	0	25	16	30	50	17	85
MINNESOTA	57	57	—	—	—	57	40	40	—	—	57
MISSISSIPPI	5	4	2	0	0	4	2	3	4	2	5
MISSOURI	4	70	52	0	0	44	2	55	10	0	16
MONTANA	2	1	0	0	0	0	1	1	1	1	3
NEBRASKA	0	26	6	0	0	2	0	11	0	5	13
NEVADA	1	1	1	0	0	0	1	2	1	1	2
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	26	23	2	0	0	15	13	16	14	1	26
NEW MEXICO	5	5	2	0	1	2	1	5	1	1	9
NEW YORK	0	100	67	0	0	17	33	116	0	0	83
NORTH CAROLINA	22	26	4	0	0	14	10	18	10	6	35
NORTH DAKOTA	2	0	0	1	0	0	0	3	1	0	3
OHIO	100	69	56	0	0	49	20	105	43	0	61
OKLAHOMA	20	6	2	0	0	3	4	4	5	0	24
OREGON	0	0	0	0	0	0	0	0	0	0	3
PENNSYLVANIA	00	50	37	0	0	3	0	0	0	0	3
PUERTO RICO	3	2	0	0	0	3	4	4	0	34	06
RHODE ISLAND	0	0	0	0	0	2	0	0	0	0	2
SOUTH CAROLINA	21	28	31	0	0	56	17	3	4	0	56
SOUTH DAKOTA	3	0	2	0	0	6	3	3	6	2	6
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	70	140	150	0	0	100	52	120	125	0	40
UTAH	7	9	7	0	0	1	5	6	1	1	14
VERMONT	—	—	—	—	—	—	—	—	—	—	—
VIRGINIA	8	6	5	0	0	7	6	9	6	0	10
WASHINGTON	0	10	10	0	0	0	0	0	0	0	10
WEST VIRGINIA	12	8	2	0	0	4	4	8	3	0	10
WISCONSIN	0	23	31	0	0	0	17	26	10	12	23
WYOMING	2	3	0	0	0	1	1	2	1	2	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS TRUST TERRITORIES	—	—	—	—	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	4	0	0	4
U.S. & INSULAR AREAS	907	1,381	873	22	77	800	485	1,121	805	293	1,302
50 STATES, D.C. & P.R.	907	1,381	873	22	77	800	485	1,117	805	293	1,378

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

ORTHOPEDICALLY IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	6	12	3	15	4	131	0
ALASKA	1	1	0	0	0	6	0
ARIZONA	9	14	8	14	5	150	0
ARKANSAS	1	7	10	4	0	63	0
CALIFORNIA	194	175	34	277	145	2,451	33
COLORADO	1	0	0	2	5	22	10
CONNECTICUT	0	1	0	2	0	9	0
DELAWARE	4	4	0	10	0	50	0
DISTRICT OF COLUMBIA	4	2	0	0	0	32	0
FLORIDA	59	64	33	104	8	727	6
GEORGIA	3	8	1	11	0	61	0
HAWAII	20	11	11	20	0	204	0
IDAHO	6	4	4	7	1	50	2
ILLINOIS	58	117	5	25	5	400	36
INDIANA	12	7	3	18	0	95	1
IONA	11	9	6	17	11	100	5
KANSAS	7	7	1	4	0	144	0
KENTUCKY	37	37	21	25	0	206	0
LOUISIANA	18	22	16	28	10	242	10
MAINE	49	30	8	49	0	456	6
MARYLAND	41	41	16	41	0	446	6
MASSACHUSETTS	0	0	0	0	0	0	0
MICHIGAN	42	49	12	72	13	503	7
MINNESOTA	57	57	—	57	—	479	—
MISSISSIPPI	2	4	3	6	1	47	0
MISSOURI	0	50	40	48	72	500	10
MONTANA	2	2	1	3	0	18	0
NEBRASKA	5	16	0	17	3	101	1
NEVADA	2	2	0	1	1	16	3
NEW HAMPSHIRE	0	0	0	1	0	1	0
NEW JERSEY	14	26	21	38	10	245	7
NEW MEXICO	4	5	3	5	0	49	0
NEW YORK	0	116	0	50	0	502	0
NORTH CAROLINA	16	33	6	36	3	241	12
NORTH DAKOTA	3	2	1	2	0	18	0
OHIO	67	107	3	46	3	757	35
OKLAHOMA	15	31	5	18	0	137	3
OREGON	0	0	0	0	0	6	5
PENNSYLVANIA	3	85	4	42	32	492	39
PUERTO RICO	0	2	0	5	0	13	0
RHODE ISLAND	2	0	0	9	0	3	7
SOUTH CAROLINA	20	23	11	57	0	338	6
SOUTH DAKOTA	2	1	1	6	4	53	4
TENNESSEE	0	0	0	0	0	0	0
TEXAS	36	75	35	142	9	1,092	0
UTAH	11	11	2	7	0	84	0
VERMONT	—	—	—	—	—	—	—
VIRGINIA	6	9	5	6	0	89	0
WASHINGTON	6	0	0	16	6	70	0
WEST VIRGINIA	5	0	3	7	1	75	1
WISCONSIN	19	20	0	40	0	229	0
WYOMING	2	1	0	3	0	23	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0
NORTHERN MARIANAS	—	—	—	—	—	—	—
TRUST TERRITORIES	—	—	—	—	—	—	—
VIRGIN ISLANDS	—	—	—	—	—	—	—
BUR. OF INDIAN AFFAIRS	2	4	4	0	0	18	0
U.S. & INSULAR AREAS	806	1,318	340	1,400	300	12,538	256
50 STATES, D.C. & P.R.	806	1,314	336	1,400	300	12,520	256

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDE- PEND- ENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	3	2	0	0	0	2	3	2	0	0	2
ALASKA	2	1	0	0	0	0	0	0	0	0	2
ARIZONA	14	7	4	4	4	5	0	7	4	4	0
ARKANSAS	1	0	0	0	0	0	0	0	0	1	1
CALIFORNIA	100	000	291	0	75	100	70	450	440	229	434
COLORADO	--	--	--	--	--	--	--	--	--	--	--
CONNECTICUT	2	2	0	1	0	2	0	1	0	2	0
DELAWARE	0	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	92	25	3	0	0	35	45	42	11	48	56
GEORGIA	22	11	11	0	0	0	19	23	13	3	31
HAWAII	19	19	19	17	19	19	19	17	17	17	19
IDaho	4	1	0	0	0	1	1	1	2	0	0
ILLINOIS	13	0	0	0	0	2	1	2	3	0	0
INDIANA	9	3	0	0	0	4	2	1	3	0	0
IOWA	0	0	0	0	0	0	0	0	0	0	0
KANSAS	13	1	0	0	0	0	0	1	1	1	2
KENTUCKY	4	1	0	0	0	1	1	0	2	1	7
LOUISIANA	50	10	2	2	10	16	32	12	22	20	30
MAINE	47	7	4	2	0	7	53	14	10	4	20
MARYLAND	33	22	17	0	0	17	17	5	21	5	30
MASSACHUSETTS	5	20	2	2	4	34	10	0	0	20	9
MICHIGAN	--	--	--	--	--	--	--	--	--	--	--
MINNESOTA	34	0	--	--	--	34	0	6	13	--	34
MISSISSIPPI	--	--	--	--	--	--	--	--	--	--	--
MISSOURI	10	4	10	0	0	4	12	0	0	0	10
MONTANA	14	2	1	0	0	1	11	2	2	3	0
NEBRASKA	--	--	--	--	--	--	--	--	--	--	--
NEVADA	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	1	0	1	1
NEW JERSEY	13	1	1	0	1	5	7	0	3	1	11
NEW MEXICO	1	0	0	0	0	1	0	1	0	0	0
NEW YORK	40	433	190	0	0	190	433	400	290	90	330
NORTH CAROLINA	20	12	3	0	0	9	12	7	12	12	27
NORTH DAKOTA	0	0	1	0	0	0	1	0	0	0	1
OHIO	--	--	--	--	--	--	--	--	--	--	--
OKLAHOMA	1	0	0	0	0	0	1	1	1	0	7
OREGON	0	0	0	0	0	3	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	3	2	0	0	0	0	0	0	0	0	5
RHODE ISLAND	1	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	30	4	5	0	0	10	5	20	1	4	39
SOUTH DAKOTA	12	0	0	0	0	3	1	0	0	0	3
TENNESSEE	1	0	0	0	0	0	0	0	1	0	0
TEXAS	25	02	225	0	0	250	20	52	50	75	00
UTAH	5	4	1	0	0	1	2	3	1	0	9
VERMONT	--	--	--	--	--	--	--	--	--	--	--
VIRGINIA	0	4	0	0	0	3	5	4	2	1	0
WASHINGTON	0	0	0	0	0	0	30	0	0	0	30
WEST VIRGINIA	0	1	0	0	0	2	1	1	0	0	1
WISCONSIN	7	0	10	0	0	12	9	0	13	0	0
WYOMING	2	0	0	0	0	4	0	0	0	1	4
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	--	--	--	--	--	--	--	--	--	--	--
TRUST TERRITORIES	--	--	--	--	--	--	--	--	--	--	--
VIRGIN ISLANDS	--	--	--	--	--	--	--	--	--	--	--
BUR. OF INDIAN AFFAIRS	3	1	0	0	0	1	1	1	1	1	3
U.S. & INSULAR AREAS	670	1,290	000	20	119	005	040	1,190	950	500	1,317
50 STATES, D.C. & P.R.	067	1,295	000	20	119	004	040	1,189	950	505	1,314

DATA AS OF OCTOBER 1, 1987.

(T8A200)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

OTHER HEALTH IMPAIRED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2	2	2	4	0	24	2
ALASKA	2	2	0	0	0	9	0
ARIZONA	8	8	5	0	7	105	0
ARKANSAS	1	1	0	1	0	6	1
CALIFORNIA	342	310	00	400	250	4,329	50
COLORADO	0	0	0	0	0	0	0
CONNECTICUT	0	12	0	5	0	30	0
DELAWARE	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0
FLORIDA	15	52	10	41	1	402	40
GEORGIA	5	30	5	25	0	203	5
HAWAII	19	19	17	19	19	294	0
IDAHO	0	7	0	7	0	42	3
ILLINOIS	3	29	1	15	1	70	01
INDIANA	1	4	1	7	0	41	1
IOWA	0	0	0	0	0	0	0
KANSAS	1	1	1	1	1	24	1
KENTUCKY	1	2	1	2	0	23	0
LOUISIANA	14	20	10	42	44	300	40
MAINE	53	30	0	34	0	305	17
MARYLAND	21	21	15	30	0	254	0
MASSACHUSETTS	5	33	11	20	3	200	0
MICHIGAN	0	0	0	0	0	0	0
MINNESOTA	34	23	23	34	0	247	0
MISSISSIPPI	0	0	0	0	0	0	0
MISSOURI	0	10	0	0	0	0	0
MONTANA	7	2	0	14	0	100	20
NEBRASKA	0	0	0	9	2	02	0
NEVADA	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	1	0	0
NEW JERSEY	2	0	0	1	13	75	34
NEW MEXICO	0	1	1	0	0	6	2
NEW YORK	0	305	0	290	0	3,173	0
NORTH CAROLINA	13	24	1	27	4	100	0
NORTH DAKOTA	0	0	0	1	0	4	0
OHIO	0	0	0	0	0	0	0
OKLAHOMA	4	0	2	3	0	20	3
OREGON	0	0	0	1	0	0	1
PENNSYLVANIA	0	0	0	0	2	0	0
PURTO RICO	0	2	0	0	0	0	0
RHODE ISLAND	0	0	0	3	0	15	1
SOUTH CAROLINA	4	4	0	0	0	2	23
SOUTH DAKOTA	0	0	0	22	0	154	0
TENNESSEE	0	0	1	3	2	3	12
TEXAS	72	02	00	70	0	3	35
UTAH	10	3	9	0	0	1,100	0
VERMONT	0	0	0	0	0	0	0
VIRGINIA	0	3	3	3	0	40	0
WASHINGTON	0	0	0	0	30	152	0
WEST VIRGINIA	0	1	0	0	0	7	0
WISCONSIN	11	0	0	17	0	07	0
WYOMING	1	2	0	1	0	15	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0
TRUST TERRITORIES	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	1	3	1	19	0
U.S. & INSULAR AREAS	005	1,104	277	1,274	401	12,400	300
00 STATES, D.C. & P.R.	004	1,103	270	1,271	400	12,441	300

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	7	5	10	0	5	1	2	3	2	0	11
ALASKA	1	0	1	0	3	0	1	3	0	0	1
ARIZONA	23	0	4	2	10	6	4	12	1	5	12
ARKANSAS	2	12	2	0	0	2	0	3	0	3	13
CALIFORNIA	19	115	56	3	14	32	13	66	66	44	63
COLORADO	5	1	0	0	0	0	0	3	3	0	5
CONNECTICUT	0	2	0	0	4	0	1	0	1	3	6
DELAWARE	6	7	3	0	1	0	0	1	2	0	7
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	15	12	10	0	14	6	9	17	17	2	13
GEORGIA	16	3	0	0	3	0	1	0	0	0	12
HAWAII	4	4	0	0	4	4	4	4	2	0	4
IDAHO	2	1	0	0	0	0	0	0	1	0	2
ILLINOIS	4	0	0	0	0	0	1	3	9	3	12
INDIANA	35	31	26	2	27	0	7	24	23	21	36
IOWA	7	5	5	0	6	2	0	5	8	2	10
KANSAS	12	4	4	0	6	4	1	3	2	1	8
KENTUCKY	12	4	4	0	1	2	0	1	0	0	4
LOUISIANA	76	2	5	0	4	4	0	0	4	0	52
MAINE	20	13	20	2	20	13	20	8	3	0	20
MARYLAND	64	88	88	0	88	8	64	36	76	8	64
MASSACHUSETTS	4	23	1	1	3	28	8	5	0	24	7
MICHIGAN	12	10	0	0	20	6	3	5	16	1	16
MINNESOTA	27	9	0	0	0	9	0	9	9	0	18
MISSISSIPPI	3	1	0	0	2	1	1	0	0	1	1
MISSOURI	24	14	14	0	32	10	8	30	22	0	34
MONTANA	3	2	1	0	0	2	0	2	2	0	3
NEBRASKA	0	0	0	0	7	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	9	4	3	1	10	4	3	4	2	0	15
NEW MEXICO	3	13	3	0	3	3	1	12	12	0	6
NEW YORK	0	27	39	0	54	0	0	0	0	0	15
NORTH CAROLINA	21	20	18	0	14	3	8	12	14	2	23
NORTH DAKOTA	1	1	0	0	1	0	0	1	0	0	1
OHIO	17	20	43	0	20	0	0	19	3	0	30
OKLAHOMA	25	2	0	0	2	15	11	14	12	8	44
OREGON	0	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	58	0	41	1	25	31	37	37	12	11	51
PUERTO RICO	1	0	0	0	0	0	2	1	0	2	1
RHODE ISLAND	0	4	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	11	12	10	0	13	0	2	7	11	2	14
SOUTH DAKOTA	1	2	2	2	3	0	0	2	2	1	1
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	50	10	70	0	71	10	5	25	15	0	53
UTAH	0	4	5	0	5	0	5	4	2	0	5
VERMONT	0	0	0	0	0	0	0	0	0	0	0
VIRGINIA	25	10	20	0	19	12	8	12	17	2	26
WASHINGTON	0	10	10	0	10	10	0	0	0	0	0
WEST VIRGINIA	4	1	2	0	1	0	0	0	1	1	2
WISCONSIN	3	0	25	0	14	3	11	14	3	0	25
WYOMING	2	1	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	1	0	1	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0	0
TRIST TERRITORIES	0	0	0	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1	1	0	0	0	1
U.S. & INSULAR AREAS	653	539	562	22	554	227	263	430	397	148	771
50 STATES, D.C. & F.R.	651	539	562	22	553	226	261	429	397	148	769

DATA AS OF OCTOBER 1, 1987.

(T8A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

VISUALLY HANDICAPPED

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	0	9	5	9	3	78	1
ALASKA	3	0	0	3	0	18	1
ARIZONA	0	7	3	20	0	125	2
ARKANSAS	3	12	10	0	1	63	2
CALIFORNIA	60	60	12	94	50	835	11
COLORADO	2	2	0	4	2	33	0
CONNECTICUT	2	7	9	5	3	43	0
DELAWARE	3	6	6	7	3	48	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0
FLORIDA	11	12	9	17	3	7	3
GEORGIA	4	15	0	11	0	53	0
HAWAII	4	4	4	4	0	50	0
IDAH0	2	2	2	2	2	14	2
ILLINOIS	7	40	5	11	6	125	20
INDIANA	6	13	5	37	0	295	5
IOWA	6	6	5	8	2	79	1
KANSAS	4	5	1	7	1	63	2
KENTUCKY	4	4	0	5	3	35	0
LOUISIANA	6	28	2	38	0	234	0
MAINE	20	20	16	20	0	223	0
MARYLAND	72	72	72	72	0	648	0
MASSACHUSETTS	4	27	9	19	3	166	0
MICHIGAN	7	11	3	20	11	149	2
MINNESOTA	18	16	9	27	-	153	-
MISSISSIPPI	1	0	0	2	0	13	0
MISSOURI	0	10	12	26	28	264	0
MONTANA	2	2	1	2	2	24	0
NEBRASKA	0	0	0	8	8	38	0
NEVADA	0	0	0	0	0	0	2
NEW HAMPSHIRE	1	1	1	0	0	5	0
NEW JERSEY	6	12	7	12	1	93	4
NEW MEXICO	3	6	1	13	0	79	0
NEW YORK	0	31	0	23	0	197	0
NORTH CAROLINA	13	21	16	19	3	287	1
NORTH DAKOTA	1	0	1	3	0	19	0
OHIO	30	16	3	19	26	248	3
OKLAHOMA	8	30	6	27	1	213	5
OREGON	0	0	0	0	0	0	0
PENNSYLVANIA	23	21	6	52	9	423	43
PUERTO RICO	1	1	1	3	0	17	3
RHODE ISLAND	1	0	0	1	0	2	0
SOUTH CAROLINA	0	10	6	11	0	111	12
SOUTH DAKOTA	2	1	2	2	1	24	0
TENNESSEE	0	0	0	0	0	0	5
TEXAS	47	35	20	65	0	478	0
UTAH	7	5	3	3	0	56	0
VERMONT	-	-	-	-	-	-	-
VIRGINIA	21	25	16	26	1	242	5
WASHINGTON	10	0	9	0	0	50	0
WEST VIRGINIA	1	1	0	3	0	17	1
WISCONSIN	7	5	0	25	0	135	0
WYOMING	0	0	0	1	0	5	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	1	1	0	1	0	8	0
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	1	1	1	0	8	0
U.S. & INSULAR AREAS	465	617	269	788	163	6,868	164
50 STATES, D.C. & P.R.	463	615	268	786	163	6,852	164

DATA AS OF OCTOBER 1, 1987.

(T8A286)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1	1	1	0	0	0	1	0	2	2	1
ALASKA	-	-	-	-	-	-	-	-	-	-	-
ARIZONA	0	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	0	0	0	3	0	0	0	3	3	0	3
COLORADO	3	5	1	1	1	1	0	5	4	11	5
CONNECTICUT	3	1	1	0	1	0	0	0	0	1	2
DELAWARE	0	3	0	2	2	0	2	2	1	1	3
DISTRICT OF COLUMBIA	0	1	0	0	0	0	1	0	1	0	0
FLORIDA	3	3	3	1	2	2	1	3	3	3	4
GEORGIA	0	0	0	0	0	0	0	0	0	0	0
HAWAII	1	1	1	1	1	1	1	1	1	0	1
IDAHO	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0	0	0	1	0	0
INDIANA	0	0	0	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0	0	0	0
KANSAS	6	0	0	0	0	0	0	0	0	0	0
KENTUCKY	1	1	0	1	1	0	0	1	0	1	1
LOUISIANA	10	0	0	0	0	2	10	10	0	12	10
MAINE	2	2	2	0	2	2	2	2	2	0	2
MARYLAND	4	4	4	2	3	3	4	2	4	3	4
MASSACHUSETTS	0	2	0	0	0	3	1	1	0	3	1
MICHIGAN	-	-	-	-	-	-	-	-	-	-	-
MINNESOTA	4	4	4	4	-	4	4	4	4	4	4
MISSISSIPPI	6	0	0	0	0	0	0	0	0	0	0
MISSOURI	10	0	2	2	4	12	4	4	0	0	12
MONTANA	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	-	-	-	-	-	-	-	-	-	-	-
NEVADA	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	2	2	2	1	1	2	1	2	2	2	2
NEW MEXICO	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	15	15	15	15	15	15	15	15	15	15	15
NORTH CAROLINA	0	1	0	0	0	0	0	0	0	1	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	21	10	1	1	0	1	10	0	0	1	40
OREGON	0	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	4	2	2	2	2	4	4	2	2	2	4
PUERTO RICO	0	0	0	1	0	1	0	0	1	0	3
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	7	5	0	10	0	5	0	0	0	11	4
SOUTH DAKOTA	1	4	1	0	0	1	1	2	3	3	2
TENNESSEE	0	0	0	0	0	0	0	0	0	0	0
TEXAS	3	3	3	3	0	3	3	0	3	3	3
UTAH	4	3	4	0	0	0	5	4	0	0	4
VERMONT	-	-	-	-	-	-	-	-	-	-	-
VIRGINIA	1	1	1	0	1	1	1	0	1	1	1
WASHINGTON	2	2	2	2	0	0	2	0	2	2	2
WEST VIRGINIA	1	1	0	0	1	0	0	1	1	0	1
WISCONSIN	5	5	5	5	5	0	5	5	5	1	5
WYOMING	0	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0	0
GUAM	1	1	0	0	0	0	1	1	0	0	1
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. & INSULAR AREAS	109	95	63	66	48	63	87	82	69	91	155
50 STATES, D.C. & P.R.	100	94	63	66	48	63	86	81	69	91	154

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BG1

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER
LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR
BY HANDICAPPING CONDITION

DEAF-BLIND

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	0	0	1	1	0	11	0
ALASKA	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0
ARKANSAS	1	0	0	0	0	1	0
CALIFORNIA	0	0	0	3	0	15	0
COLORADO	1	0	0	2	0	48	1
CONNECTICUT	0	2	0	0	1	12	0
DELAWARE	1	3	3	2	0	25	0
DISTRICT OF COLUMBIA	1	0	0	0	0	4	0
FLORIDA	3	3	3	3	0	40	0
GEORGIA	0	0	0	0	0	0	0
HAWAII	1	1	1	1	0	14	0
IDAH0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	1	2
INDIANA	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0
KENTUCKY	1	1	0	1	0	10	0
LOUISIANA	0	18	10	6	10	112	13
MAINE	2	2	2	2	0	26	2
MARYLAND	4	4	4	4	0	53	0
MASSACHUSETTS	0	3	1	2	0	17	0
MICHIGAN	0	0	0	0	0	0	0
MINNESOTA	4	4	4	4	0	56	1
MISSISSIPPI	0	0	0	0	0	0	0
MISSOURI	0	2	2	6	26	108	0
MONTANA	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1
NEW JERSEY	3	2	1	3	0	28	0
NEW MEXICO	0	0	0	0	0	0	0
NEW YORK	15	15	15	15	0	225	0
NORTH CAROLINA	0	0	0	1	1	5	0
NORTH DAKOTA	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0
OREGON	7	51	0	2	2	176	26
PENNSYLVANIA	0	0	0	0	0	0	0
PUERTO RICO	4	2	2	4	2	44	0
RHODE ISLAND	0	0	0	1	0	4	3
SOUTH CAROLINA	0	0	0	0	0	0	0
SOUTH DAKOTA	5	0	2	0	0	80	16
TENNESSEE	0	0	0	1	2	21	0
TEXAS	0	0	0	0	0	0	0
UTAH	3	3	3	3	0	39	0
VERMONT	4	4	2	4	0	38	0
VIRGINIA	0	0	0	0	0	0	0
WASHINGTON	1	1	1	1	0	13	0
WEST VIRGINIA	2	0	0	2	0	20	0
WISCONSIN	1	1	0	0	0	8	0
WYOMING	5	5	0	5	0	61	0
AMERICAN SAMOA	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	1	1	1	0	9	0
TRUST TERRITORIES	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	70	128	66	80	52	1,324	70
50 STATES, D.C. & P.R.	69	127	65	79	52	1,315	70

DATA AS OF OCTOBER 1, 1987.

(T8A206)

TABLE BH1

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1985-86	1986-87	1986-87 LESS 1976-77	1986-87 LESS 1985-86	1986-87 LESS 1976-77	1986-87 LESS 1985-86
ALABAMA	1,278,000	1,215,000	1,204,000	-72,000	-9,000	-5.64	-0.74
ALASKA	171,000	170,000	171,000	0	1,000	0.00	0.59
ARIZONA	788,000	917,000	946,000	158,000	29,000	20.05	3.16
ARKANSAS	784,000	696,000	692,000	-12,000	-4,000	-1.78	-0.66
CALIFORNIA	7,092,000	7,290,000	7,366,000	274,000	106,000	3.86	2.31
COLORADO	900,000	910,000	906,000	6,000	-4,000	0.67	-0.44
CONNECTICUT	1,021,000	844,000	833,000	-188,000	-11,000	-18.41	-1.30
DELAWARE	285,000	175,000	175,000	-30,000	0	-14.63	0.00
DISTRICT OF COLUMBIA	227,000	141,000	146,000	-81,000	5,000	-35.68	3.55
FLORIDA	2,525,000	2,757,000	2,810,000	285,000	53,000	11.29	1.92
GEORGIA	1,777,000	1,810,000	1,843,000	65,000	33,000	3.66	1.82
HAWAII	321,000	380,000	385,000	16,000	4,000	4.98	1.29
IDaho	297,000	333,000	322,000	25,000	-11,000	8.42	-3.30
ILLINOIS	3,062,000	3,310,000	3,255,000	647,000	-61,000	14.39	-1.84
INDIANA	1,854,000	1,633,000	1,587,000	-237,000	-36,000	-13.06	-2.20
IOWA	970,000	833,000	802,000	-108,000	-31,000	-17.32	-3.72
KANSAS	763,000	606,000	600,000	-83,000	-6,000	-10.88	-2.30
KENTUCKY	1,181,000	1,115,000	1,100,000	-81,000	-15,000	-6.86	-1.35
LOUISIANA	1,444,000	1,427,000	1,414,000	-30,000	-13,000	-2.08	-0.91
MAINE	368,000	332,000	329,000	-39,000	-3,000	-10.60	-0.90
MARYLAND	1,437,000	1,216,000	1,213,000	-224,000	-3,000	-15.59	-0.25
MASSACHUSETTS	1,930,000	1,533,000	1,483,000	-437,000	-40,000	-22.64	-2.61
MICHIGAN	3,267,000	2,711,000	2,673,000	-694,000	-38,000	-18.18	-1.40
MINNESOTA	1,393,000	1,213,000	1,178,000	-215,000	-35,000	-15.43	-2.89
MISSISSIPPI	682,000	850,000	854,000	162,000	4,000	23.75	0.47
MISSOURI	1,587,000	1,422,000	1,388,000	-189,000	-24,000	-11.91	-1.69
MONTANA	285,000	245,000	230,000	-55,000	-15,000	-19.29	-6.53
NEBRASKA	528,000	460,000	450,000	-78,000	-10,000	-14.77	-2.17
NEVADA	211,000	237,000	240,000	29,000	3,000	13.74	1.26
NEW HAMPSHIRE	281,000	278,000	284,000	3,000	6,000	1.07	2.18
NEW JERSEY	2,306,000	2,063,000	2,010,000	-296,000	-53,000	-12.83	-2.57
NEW MEXICO	447,000	463,000	450,000	12,000	-13,000	2.68	-2.82
NEW YORK	5,814,000	4,815,000	4,750,000	-1,055,000	-65,000	-18.15	-1.16
NORTH CAROLINA	1,883,000	1,776,000	1,787,000	-96,000	11,000	-5.10	0.62
NORTH DAKOTA	230,000	200,000	199,000	-31,000	-1,000	-13.48	-0.50
OHIO	3,087,000	3,185,000	3,050,000	62,000	-137,000	1.98	-4.28
OKLAHOMA	906,000	967,000	946,000	40,000	-21,000	4.42	-2.17
OREGON	752,000	747,000	722,000	-30,000	-25,000	-3.99	-3.35
PENNSYLVANIA	3,793,000	3,177,000	3,124,000	-669,000	-53,000	-17.64	-1.67
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	306,000	253,000	252,000	-54,000	-1,000	-17.65	-0.40
SOUTH CAROLINA	1,835,000	1,814,000	1,819,000	-16,000	5,000	-0.87	0.28
SOUTH DAKOTA	241,000	214,000	206,000	-35,000	-8,000	-14.52	-3.74
TENNESSEE	1,413,000	1,350,000	1,350,000	-64,000	0	-4.53	0.00
TEXAS	4,446,000	4,996,000	5,204,000	638,000	208,000	14.35	1.76
UTAH	481,000	605,000	616,000	135,000	11,000	28.07	1.82
VERMONT	166,000	153,000	153,000	-13,000	0	-7.83	0.00
VIRGINIA	1,754,000	1,601,000	1,585,000	-169,000	-16,000	-9.64	-1.00
WASHINGTON	1,217,000	1,241,000	1,218,000	1,000	-23,000	0.08	-1.85
WEST VIRGINIA	592,000	567,000	553,000	-39,000	-14,000	-6.59	-2.47
WISCONSIN	1,613,000	1,391,000	1,364,000	-249,000	-27,000	-15.44	-1.94
WYOMING	136,000	162,000	157,000	21,000	-5,000	15.44	-3.09
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES AND D.C.	72,782,000	67,877,000	67,558,000	-5,224,000	-319,000	-7.18	-0.47

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU.
THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1985-86 AND 1986-87, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1987.

(T5A3C5)

TABLE BH2

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 3-5 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1985-86	1986-87	1986-87 LESS 1976-77	1986-87 LESS 1985-86	1986-87 LESS 1976-77	1986-87 LESS 1985-86
ALABAMA	175,341	184,000	182,000	6,659	-2,000	3.80	-1.09
ALASKA	24,068	33,000	34,000	9,932	1,000	41.27	3.03
ARIZONA	120,127	157,000	165,000	44,873	8,000	37.35	5.18
ARKANSAS	181,569	186,000	186,000	4,431	-2,000	4.36	-1.85
CALIFORNIA	989,219	1,237,000	1,388,000	398,781	71,000	43.86	5.74
COLORADO	120,145	156,000	159,000	38,855	3,000	32.34	1.92
CONNECTICUT	113,358	118,000	122,000	8,642	4,000	7.62	3.39
DELAWARE	25,241	27,000	27,000	1,759	0	6.97	0.00
DISTRICT OF COLUMBIA	27,938	24,000	27,000	-398	3,000	-3.36	12.50
FLORIDA	344,352	427,000	453,000	108,648	26,000	31.55	6.09
GEORGIA	249,132	275,000	284,000	34,868	9,000	14.00	3.27
HAWAII	45,097	53,000	54,000	8,903	1,000	19.74	1.89
IDaho	44,631	50,000	56,000	11,369	-3,000	25.47	-5.68
ILLINOIS	499,178	538,000	538,000	38,822	-6,000	6.17	-1.49
INDIANA	246,587	250,000	242,000	-4,587	-8,000	-1.83	-3.20
IOWA	118,786	135,000	128,000	9,234	-7,000	7.78	-5.19
KANSAS	96,784	122,000	110,000	21,216	-4,000	21.92	-3.28
KENTUCKY	182,249	178,000	166,000	-3,751	-4,000	-2.31	-2.35
LOUISIANA	198,917	243,000	243,000	44,083	0	22.16	0.00
MAINE	47,644	48,000	49,000	1,356	1,000	2.85	2.08
MARYLAND	164,831	181,000	188,000	23,169	7,000	14.06	3.87
MASSACHUSETTS	213,384	217,000	228,000	6,696	3,000	3.14	1.38
MICHIGAN	413,467	485,000	399,000	-14,467	-8,000	-3.50	-1.48
MINNESOTA	186,645	201,000	196,000	29,355	-5,000	17.62	-2.49
MISSISSIPPI	130,900	136,000	137,000	5,100	1,000	4.66	0.74
MISSOURI	285,393	229,000	226,000	-28,887	-3,000	-10.83	-1.31
MONTANA	35,214	42,000	42,000	6,786	0	19.27	0.00
NEBRASKA	69,511	80,000	76,000	6,489	-4,000	9.34	-5.00
NEVADA	27,838	39,000	43,000	15,162	4,000	54.46	18.26
NEW HAMPSHIRE	34,881	42,000	43,000	8,119	1,000	23.28	2.38
NEW JERSEY	298,746	293,000	292,000	-1,254	-1,000	-0.43	-0.34
NEW MEXICO	64,122	61,000	61,000	-16,878	0	-26.32	0.00
NEW YORK	782,885	712,000	726,000	-23,135	14,000	-3.29	1.97
NORTH CAROLINA	252,156	253,000	268,000	7,844	7,000	3.11	2.77
NORTH DAKOTA	38,231	36,000	35,000	-4,769	-1,000	-15.77	-2.78
OHIO	478,129	482,000	477,000	6,871	-5,000	1.46	-1.04
OKLAHOMA	126,173	164,000	163,000	36,827	-1,000	29.19	-0.61
OREGON	98,561	125,000	118,000	19,439	-7,000	19.72	-5.68
PENNSYLVANIA	468,377	468,000	478,000	9,623	2,000	2.09	0.43
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	35,362	36,000	37,000	1,638	1,000	4.63	2.78
SOUTH CAROLINA	14,888	154,000	157,000	12,112	3,000	6.36	1.95
SOUTH DAKOTA	32,481	39,000	36,000	3,519	-3,000	10.83	-7.59
TENNESSEE	192,624	201,000	202,000	9,976	1,000	5.20	0.58
TEXAS	634,321	856,000	893,000	258,679	37,000	40.78	4.32
UTAH	81,355	121,000	119,000	37,644	-2,000	46.27	-1.65
VERMONT	28,524	24,000	24,000	-3,476	0	-16.94	0.00
VIRGINIA	216,877	237,000	248,000	23,123	3,000	10.66	1.27
WASHINGTON	147,985	208,000	204,000	56,095	-4,000	37.93	-1.92
WEST VIRGINIA	84,825	83,000	79,000	-5,825	-4,000	-6.96	-4.62
WISCONSIN	192,191	219,000	216,000	23,809	-3,000	12.39	-1.37
WYOMING	19,946	32,000	38,000	18,054	-2,000	58.48	-6.25
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES AND D.C.	9,429,510	10,768,000	10,882,000	1,452,490	122,000	15.48	1.13

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU.
THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1985-86 AND 1986-87, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1987.

(T5A3C2)

TABLE BH3

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 6-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1985-86	1986-87	1986-87 LESS 1976-77	1986-87 LESS 1985-86	1986-87 LESS 1976-77	1986-87 LESS 1985-86
ALABAMA	812,953	755,000	758,000	-54,953	3,000	-6.76	0.40
ALASKA	182,411	189,000	189,000	-2,411	0	-2.35	0.00
ARIZONA	490,548	554,000	575,000	84,452	21,000	17.22	3.79
ARKANSAS	450,431	434,000	436,000	-14,431	2,000	-3.20	0.46
CALIFORNIA	4,446,498	4,384,000	4,447,000	-62,498	143,000	0.01	3.32
COLORADO	551,893	547,000	548,000	-3,893	1,000	-0.56	0.18
CONNECTICUT	671,319	514,000	509,000	-162,319	-5,000	-24.18	-0.97
DELAWARE	128,764	184,000	186,000	-22,764	2,000	-17.68	1.92
DISTRICT OF COLUMBIA	136,585	79,000	83,000	-53,585	4,000	-39.23	5.06
FLORIDA	1,586,539	1,653,000	1,781,000	114,470	48,000	7.22	2.90
GEORGIA	1,128,189	1,112,000	1,149,000	28,801	37,000	2.58	3.33
HAWAII	191,118	181,000	179,000	-12,118	-2,000	-6.34	-1.18
IDAH0	186,590	211,000	284,000	17,410	-7,000	9.33	-3.32
ILLINOIS	2,429,866	2,631,000	2,689,000	-429,866	-22,000	-17.32	-1.88
INDIANA	1,182,681	1,016,000	1,082,000	-186,681	-14,000	-15.28	-1.38
IOWA	632,399	514,000	589,000	-132,399	-14,000	-20.94	-2.72
KANSAS	473,188	422,000	414,000	-59,188	-8,000	-12.51	-1.90
KENTUCKY	746,889	689,000	688,000	-56,889	-1,000	-7.90	-0.15
LOUISIANA	923,876	888,000	867,000	-35,876	-1,000	-6.07	-0.12
MAINE	237,138	285,000	284,000	-33,138	-1,000	-13.97	-0.49
MARYLAND	928,271	726,000	727,000	-201,271	1,000	-21.68	0.14
MASSACHUSETTS	1,242,391	919,000	889,000	-353,391	-29,000	-28.44	-3.16
MICHIGAN	1,395,777	1,687,000	1,673,000	-429,777	-12,000	-29.88	-0.71
MINNESOTA	898,231	748,000	721,000	-177,231	-19,000	-19.73	-2.57
MISSISSIPPI	562,884	525,000	537,000	-25,884	12,000	-4.55	2.29
MISSOURI	1,063,875	873,000	864,000	-199,875	-9,000	-13.86	-1.03
MONTANA	169,338	151,000	149,000	-28,338	-2,000	-16.81	-1.32
NEBRASKA	332,338	288,000	277,000	-55,338	-11,000	-16.85	-3.82
NEVADA	135,873	148,000	152,000	16,927	12,000	12.53	8.57
NEW HAMPSHIRE	183,783	189,000	173,000	-10,783	-4,000	-5.87	2.37
NEW JERSEY	1,587,994	1,278,000	1,236,000	-351,994	-34,000	-22.17	-2.66
NEW MEXICO	288,878	283,000	282,000	-6,878	-1,000	-0.46	-0.35
NEW YORK	3,793,733	2,924,000	2,986,000	-869,733	-18,000	-23.35	-0.55
NORTH CAROLINA	1,181,836	1,087,000	1,185,000	-94,836	18,000	-6.59	1.66
NORTH DAKOTA	144,842	125,000	121,000	-23,842	-4,000	-16.89	-3.28
OHIO	2,355,841	1,927,000	1,915,000	-440,841	-12,000	-18.69	-0.62
OKLAHOMA	564,569	592,000	589,000	15,411	-12,000	2.73	-2.83
OREGON	478,983	488,000	483,000	5,000	-5,000	-0.41	-3.21
PENNSYLVANIA	2,454,842	1,945,000	1,919,000	-535,842	-26,000	-21.82	-1.34
PUERTO RICO	199,287	152,000	151,000	-48,287	-1,000	-24.28	-0.66
RHODE ISLAND	645,889	618,000	630,000	-27,889	12,000	-2.48	1.94
SOUTH CAROLINA	151,333	138,000	126,000	-25,333	-4,000	-16.74	-3.86
SOUTH DAKOTA	899,154	841,000	855,000	-58,154	14,000	-4.91	1.66
TENNESSEE	2,779,081	3,062,000	3,143,000	363,339	81,000	13.07	2.65
TEXAS	286,294	378,000	391,000	104,706	13,000	36.57	3.44
UTAH	186,897	92,000	93,000	-93,897	1,000	-13.89	1.09
VERMONT	1,899,592	262,000	952,000	-138,592	-18,000	-12.78	-1.84
VIRGINIA	774,411	764,000	749,000	-27,411	-15,000	-3.53	-1.96
WEST VIRGINIA	389,112	359,000	354,000	-35,112	-5,000	-8.87	-1.39
WISCONSIN	1,845,493	850,000	841,000	-282,493	-9,000	-19.41	-1.06
WYOMING	84,744	99,000	97,000	12,256	-2,000	14.46	-2.02
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES AND D.C.	46,337,882	41,438,000	41,544,000	-4,793,882	106,000	-10.35	0.26

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU.
THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1985-86 AND 1986-87, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1987.

(T5A3C3)

TABLE BH4

ESTIMATED RESIDENT POPULATIONS
BY STATE FOR 18-21 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1965-66	1966-67	1966-67 LESS 1976-77	1966-67 LESS 1965-66	1966-67 LESS 1976-77	1966-67 LESS 1965-66
ALABAMA	287,786	274,000	284,000	-23,786	-10,000	-8.24	-3.65
ALASKA	44,521	37,000	37,000	-7,521	0	-16.89	0.00
ARIZONA	177,325	206,000	206,000	28,675	0	16.17	0.00
ARKANSAS	152,000	156,000	156,000	-2,000	-6,000	-1.32	-3.85
CALIFORNIA	1,736,283	1,659,000	1,611,000	-125,283	-48,000	-7.22	-2.89
COLORADO	228,763	287,000	199,000	-29,763	-8,000	-13.01	-3.86
CONNECTICUT	236,324	212,000	232,000	-34,324	-10,000	-14.52	-4.72
DELAWARE	58,995	44,000	42,000	-6,995	-2,000	-17.64	-4.55
DISTRICT OF COLUMBIA	62,477	38,000	36,000	-26,477	-2,000	-42.36	-5.26
FLORIDA	594,118	677,000	656,000	-81,882	-21,000	-10.42	-3.19
GEORGIA	486,750	423,000	418,000	-68,750	-5,000	-16.30	-3.87
HAWAII	84,792	75,000	72,000	-12,792	-3,000	-15.00	-4.00
IDAHO	65,779	63,000	62,000	-3,779	-1,000	-5.74	-1.55
ILLINOIS	872,856	747,000	718,000	-154,856	-31,000	-17.97	-4.15
INDIANA	424,812	367,000	353,000	-71,812	-14,000	-16.90	-3.81
IOWA	218,835	184,000	174,000	-44,835	-10,000	-20.48	-6.43
KANSAS	193,636	152,000	148,000	-45,636	-4,000	-23.33	-2.63
KENTUCKY	271,761	255,000	245,000	-26,761	-10,000	-9.85	-3.11
LOUISIANA	322,667	316,000	304,000	-18,667	-12,000	-5.86	-3.80
MAINE	83,226	79,000	78,000	-7,226	-3,000	-8.68	-3.80
MARYLAND	343,897	309,000	290,000	-45,897	-11,000	-13.35	-3.56
MASSACHUSETTS	474,365	308,000	304,000	-170,365	-14,000	-35.84	-4.52
MICHIGAN	757,751	619,000	590,000	-158,751	-29,000	-20.95	-3.23
MINNESOTA	328,124	272,000	261,000	-67,124	-11,000	-20.48	-4.04
MISSISSIPPI	186,496	189,000	188,000	-6,496	-9,000	-3.49	-4.76
MISSOURI	378,532	328,000	308,000	-70,532	-12,000	-18.63	-3.75
MONTANA	68,456	52,000	48,000	-12,456	-4,000	-20.00	-7.69
NEBRASKA	126,150	181,000	97,000	-29,150	-4,000	-23.11	-3.96
NEVADA	48,688	50,000	54,000	5,812	4,000	12.29	6.90
NEW HAMPSHIRE	62,335	67,000	66,000	5,665	1,000	9.09	1.49
NEW JERSEY	519,200	509,000	482,000	-37,200	-18,000	-7.18	-3.60
NEW MEXICO	192,000	99,000	96,000	-9,000	-3,000	-5.00	-3.03
NEW YORK	1,317,483	1,179,000	1,125,000	-192,483	-54,000	-14.60	-4.58
NORTH CAROLINA	449,886	436,000	422,000	-27,886	-14,000	-6.21	-3.21
NORTH DAKOTA	55,727	45,000	43,000	-12,727	-2,000	-22.84	-4.44
OHIO	861,830	606,000	607,000	-194,830	-29,000	-22.61	-4.17
OKLAHOMA	215,238	211,000	203,000	-12,238	-8,000	-5.69	-3.79
OREGON	174,536	154,000	151,000	-23,536	-3,000	-13.48	-1.95
PENNSYLVANIA	677,961	764,000	735,000	-142,961	-29,000	-16.29	-3.80
PUERTO RICO	-	-	-	-	-	-	-
RHODE ISLAND	73,430	65,000	64,000	-9,430	-1,000	-12.84	-1.54
SOUTH CAROLINA	244,123	242,000	232,000	-12,123	-10,000	-4.97	-4.13
SOUTH DAKOTA	57,186	45,000	44,000	-13,186	-1,000	-23.86	-2.22
TENNESSEE	321,822	316,000	302,000	-19,822	-14,000	-6.16	-4.43
TEXAS	1,632,618	1,675,000	1,648,000	-15,618	-30,000	-1.55	-2.78
UTAH	113,350	186,000	186,000	-7,350	0	-6.48	0.00
VERMONT	39,470	37,000	36,000	-3,470	-1,000	-8.79	-2.70
VIRGINIA	446,620	492,000	393,000	-53,620	-9,000	-12.01	-2.24
WASHINGTON	292,683	269,000	265,000	-27,683	-4,000	-9.46	-1.49
WEST VIRGINIA	127,864	125,000	120,000	-7,864	-5,000	-6.15	-4.00
WISCONSIN	377,316	322,000	307,000	-70,316	-15,000	-18.64	-4.66
WYOMING	31,369	31,000	30,000	-1,369	-1,000	-4.18	-3.23
AMERICAN SAMOA	-	-	-	-	-	-	-
GUAM	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-
50 STATES AND D.C.	17,014,688	15,679,000	15,132,000	-1,882,688	-547,000	-11.07	-3.49

POPULATION COUNTS ARE JULY ESTIMATES FROM UNPUBLISHED DATA FROM THE CENSUS BUREAU.
THE 1976-77 DATA FOR THE 3-5, 6-17, AND 18-21 YEAR OLD AGE GROUPS WERE ESTIMATED
FROM THE 3-21 YEAR OLD AGE GROUP.

FOR 1965-66 AND 1966-67, 3-5 AND 6-17 YEAR OLD AGE GROUP DATA WERE ESTIMATED FROM
3-4 AND 5-17 AGE GROUP DATA PROVIDED BY THE CENSUS.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1987.

(T5A3C4)

TABLE BH5

ENROLLMENT
BY STATE FOR 5-17 YEAR OLDS

STATE	NUMBER			CHANGE IN NUMBER		PERCENT CHANGE IN NUMBER	
	1976-77	1985-86	1986-87	1986-87 LESS 1976-77	1986-87 LESS 1985-86	1986-87 LESS 1976-77	1986-87 LESS 1985-86
ALABAMA	752,567	716,000	733,735	-16,772	17,735	-2.49	2.48
ALASKA	91,190	136,000	187,848	16,650	1,848	18.27	1.74
ARIZONA	562,817	506,000	534,538	31,721	28,538	6.31	5.22
ARKANSAS	468,593	433,000	437,438	-23,155	-4,368	-6.83	1.02
CALIFORNIA	4,388,380	4,144,000	4,377,909	-2,311	233,909	-6.65	5.65
COLORADO	578,000	549,000	558,415	-11,585	9,415	-2.03	1.71
CONNECTICUT	635,000	465,000	468,847	-166,153	3,847	-26.17	0.83
DELAWARE	122,273	95,000	94,410	-27,863	-650	-22.79	-0.62
DISTRICT OF COLUMBIA	125,848	87,000	85,612	-40,236	-1,368	-31.97	-1.60
FLORIDA	1,537,336	1,512,000	1,607,328	69,992	95,328	4.55	6.36
GEORGIA	1,095,142	1,046,000	1,064,425	-49,142	18,425	-6.12	4.62
HAWAII	174,943	184,000	184,640	9,697	640	5.55	0.36
IDAH0	288,005	218,000	288,381	9,381	-1,619	4.19	-0.77
ILLINOIS	2,238,129	1,926,000	1,825,135	-412,994	-100,815	-18.45	-5.23
INDIANA	1,163,179	975,000	968,700	-195,379	-6,220	-16.66	-0.64
IOWA	685,127	491,000	481,000	-204,127	-9,000	-29.87	-1.96
KANSAS	436,526	469,000	416,681	82,474	-7,319	18.67	-1.57
KENTUCKY	694,000	643,000	642,778	-51,222	-222	-7.36	-0.03
LOUISIANA	839,190	786,000	785,108	-51,082	-872	-6.08	-0.11
MAINE	248,822	287,000	211,732	-137,090	-75,268	-55.14	-26.26
MARYLAND	808,929	674,000	675,747	-133,882	1,747	-16.55	0.26
MASSACHUSETTS	1,172,000	844,000	833,910	-338,090	-10,080	-28.85	-1.19
MICHIGAN	2,835,783	1,885,000	1,881,000	-954,783	-4,000	-33.68	-0.43
MINNESOTA	862,591	685,000	711,134	-147,591	26,134	-17.11	3.82
MISSISSIPPI	18,280	485,000	486,638	466,758	1,638	25.58	0.34
MISSOURI	956,142	798,000	888,000	-158,142	90,000	-16.55	11.28
MONTANA	178,552	155,000	153,338	-25,214	-1,662	-14.12	-1.06
NEBRASKA	312,824	287,000	287,138	-25,686	138	-8.05	0.05
NEVADA	141,791	157,000	161,238	19,447	4,238	13.72	6.06
NEW HAMPSHIRE	175,496	157,000	163,717	-11,779	6,717	-6.71	4.28
NEW JERSEY	1,427,000	1,116,000	1,107,467	-310,533	-8,533	-21.78	-0.78
NEW MEXICO	284,719	272,000	281,943	-3,776	9,943	-1.36	3.66
NEW YORK	3,378,997	2,613,000	2,687,719	-691,278	74,719	-20.51	2.82
NORTH CAROLINA	1,191,316	1,004,000	1,005,248	-187,316	1,248	-15.79	0.12
NORTH DAKOTA	129,186	117,000	128,618	-11,568	1,618	-9.87	1.38
OHIO	2,249,448	1,846,000	1,792,675	-456,773	-53,325	-20.33	-2.89
OKLAHOMA	567,685	683,000	583,183	115,498	-99,817	16.82	-14.43
OREGON	474,787	445,000	449,367	-25,420	4,367	-5.35	0.97
PENNSYLVANIA	2,193,673	1,685,000	1,674,161	-519,512	-10,839	-23.69	-1.23
PUERTO RICO	688,592	-	-	-	-	-	-
RHODE ISLAND	172,373	132,000	134,128	-38,245	2,128	-22.22	1.61
SOUTH CAROLINA	628,711	687,000	611,629	58,289	-75,371	8.48	-10.82
SOUTH DAKOTA	148,000	123,000	125,458	-23,000	2,458	-18.78	1.98
TENNESSEE	841,974	819,000	816,673	-25,301	-2,327	-3.01	-0.28
TEXAS	2,822,754	3,000,000	3,289,515	466,761	289,515	16.54	8.21
UTAH	314,471	483,000	415,994	81,523	-67,006	16.78	-13.78
VERMONT	184,356	89,000	92,112	-92,244	3,112	-50.01	3.46
VIRGINIA	1,188,723	956,000	975,135	-213,588	19,135	-18.16	2.00
WASHINGTON	788,738	738,000	761,428	-27,310	23,428	-3.47	3.03
WEST VIRGINIA	484,771	371,000	351,837	-132,934	-19,163	-27.65	-5.17
WISCONSIN	945,337	761,000	767,619	-178,318	6,619	-18.86	0.88
WYOMING	98,587	184,000	98,955	98,368	468	100.37	0.48
AMERICAN SAMOA	9,950	-	-	-	-	-	-
GUAM	28,578	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	25,826	-	-	-	-	-	-
U.S. & INSULAR AREAS	45,098,381	39,349,000	39,838,617	-5,251,684	489,617	-11.65	1.24
50 STATES, D.C. & P.R.	45,026,755	39,349,000	39,838,617	-5,188,138	489,617	-11.52	1.24

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

1986-87 DATA ARE ESTIMATES FROM NCES.

THESE ESTIMATES INCLUDE BOTH HANDICAPPED AND NONHANDICAPPED INDIVIDUALS.

DATA AS OF OCTOBER 1, 1987.

(TS3J27)

TABLE BI 1
STATE GRANT AWARDS UNDER EHA-8
FISCAL YEARS 1977 TO 1988

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,776,498	9,199,597	14,638,348	16,142,271
ALASKA	496,567	496,576	1,141,871	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,400	9,488,698	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,618,823	9,189,782
CALIFORNIA	18,009,066	23,333,515	49,893,366	70,087,419	79,687,992
COLORADO	2,336,174	2,845,535	6,484,413	9,218,259	9,983,386
CONNECTICUT	2,763,813	3,922,276	9,836,317	12,088,399	13,585,455
DELAWARE	822,284	778,246	1,869,113	2,388,519	2,783,088
DISTRICT OF COLUMBIA	688,848	688,848	688,848	688,180	688,848
FLORIDA	6,748,764	7,978,328	18,586,283	25,966,473	29,483,863
GEORGIA	4,618,356	5,926,781	13,150,542	20,397,480	22,526,909
HAWAII	836,282	836,282	1,588,838	2,152,962	2,383,382
IDAH0	781,714	895,965	2,638,753	3,636,851	3,989,749
ILLINOIS	10,221,515	14,912,862	33,570,710	46,144,147	49,727,517
INDIANA	5,919,985	5,838,638	12,344,388	19,340,980	20,866,619
IOWA	2,634,753	3,293,313	6,828,418	11,888,752	13,165,923
KANSAS	2,888,833	2,581,888	5,228,452	7,617,628	8,348,488
KENTUCKY	3,688,951	3,898,946	8,853,888	12,917,126	14,627,089
LOUISIANA	3,775,472	5,888,310	12,888,566	18,687,366	18,832,388
MAINE	988,286	1,438,889	3,893,588	4,882,838	5,178,783
MARYLAND	3,835,478	5,188,388	13,828,381	18,981,728	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,183,838	27,132,919	29,852,864
MICHIGAN	6,817,578	10,874,957	22,185,712	36,918,947	32,662,429
MINNESOTA	3,756,157	4,935,777	11,381,563	16,675,984	18,484,839
MISSISSIPPI	2,317,810	2,317,710	4,836,692	6,183,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,528,384
MONTANA	735,291	735,291	1,553,351	2,571,816	2,787,971
NEBRASKA	1,388,141	1,778,296	4,192,534	6,588,518	6,771,565
NEVADA	588,425	588,425	1,588,588	2,272,986	2,457,972
NEW HAMPSHIRE	788,488	788,488	1,418,832	2,013,839	2,632,877
NEW JERSEY	6,457,792	9,837,892	22,185,888	38,889,284	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,883	3,999,549	4,533,298
NEW YORK	15,738,278	15,782,822	33,588,847	49,613,157	44,886,897
NORTH CAROLINA	4,892,798	6,519,459	14,288,985	21,911,884	24,876,341
NORTH DAKOTA	671,632	671,632	1,353,231	1,981,588	2,692,348
OHIO	10,857,888	11,852,816	25,431,188	38,835,588	42,757,598
OKLAHOMA	2,354,628	2,848,882	7,528,783	11,954,145	13,418,268
OREGON	1,975,798	2,343,188	5,878,752	7,919,881	8,956,731
PENNSYLVANIA	10,378,532	13,888,578	28,383,182	38,715,448	39,782,268
PUERTO RICO	2,899,884	2,899,884	2,899,884	3,947,773	4,461,798
RHODE ISLAND	843,286	1,846,913	2,844,586	2,878,488	3,477,474
SOUTH CAROLINA	2,718,586	4,967,615	10,788,482	14,655,884	15,832,244
SOUTH DAKOTA	688,778	688,778	1,314,858	1,987,349	2,184,369
TENNESSEE	3,787,882	5,812,671	14,788,389	22,453,867	26,742,741
TEXAS	11,265,148	15,522,153	41,631,558	55,187,937	57,396,488
UTAH	1,213,888	2,857,888	5,485,978	7,387,831	7,988,859
VERMONT	538,113	538,113	844,581	2,113,595	2,381,143
VIRGINIA	4,561,748	5,298,633	12,178,610	17,937,636	19,982,998
WASHINGTON	3,281,385	4,867,187	7,516,556	10,492,823	11,612,612
WEST VIRGINIA	1,567,678	2,878,384	4,588,185	6,481,998	7,459,786
WISCONSIN	4,348,328	4,348,328	6,772,588	12,368,991	14,378,398
WYOMING	478,988	478,988	1,162,321	1,866,912	2,086,365
AMERICAN SAMOA	188,588	228,445	456,918	496,832	541,859
GUAM	581,888	634,928	1,289,839	1,384,125	1,585,928
NORTHERN MARIANAS	-	-	167,523	182,888	198,669
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369	1,538,833
VIRGIN ISLANDS	139,288	484,871	888,142	888,874	958,391
BUR. OF INDIAN AFFAIRS	1,951,287	2,493,437	5,582,918	7,918,798	8,658,416
U.S. & INSULAR AREAS	288,888,388	253,837,121	583,874,752	863,956,488	874,588,888
50 STATES, D.C. & P.R.	196,468,536	249,343,894	554,291,834	791,678,884	861,897,984

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-8 PROGRAM FROM 1976-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR, HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1987.

(REFM51A)

TABLE B11

STATE GRANT AWARDS UNDER EHA-B

FISCAL YEARS 1977 TO 1988

STATE	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
ALABAMA	16,496,529	17,327,848	19,937,959	21,461,729	23,934,378
ALASKA	1,724,375	1,988,893	2,236,141	2,140,533	2,331,572
ARIZONA	10,967,770	11,717,476	12,552,069	13,004,666	13,738,979
ARKANSAS	9,878,629	10,616,820	11,254,792	11,667,896	12,147,342
CALIFORNIA	78,629,958	61,941,119	69,457,310	92,859,791	100,787,368
COLORADO	9,867,110	9,771,312	10,229,750	10,729,448	11,609,455
CONNECTICUT	13,980,814	14,533,536	15,591,792	16,046,273	16,932,313
DELAWARE	2,580,200	2,646,958	2,786,195	2,958,169	3,087,823
DISTRICT OF COLUMBIA	668,848	668,848	668,848	721,838	924,579
FLORIDA	29,956,710	32,555,626	36,562,960	38,548,912	42,377,283
GEORGIA	23,946,872	25,965,835	27,174,136	27,316,263	27,842,317
HAWAII	2,450,757	2,748,419	3,013,154	3,112,426	3,209,106
IDaho	3,588,499	3,847,694	4,276,543	4,526,744	4,833,919
ILLINOIS	46,304,459	50,744,287	55,342,585	57,558,779	57,674,866
INDIANA	20,124,208	20,875,421	23,634,117	24,575,443	26,188,011
IOIA	13,183,578	12,988,320	13,706,973	14,363,783	15,475,012
KANSAS	8,546,625	9,346,142	10,462,665	10,571,072	10,759,929
KENTUCKY	14,837,741	15,876,225	17,349,486	18,575,856	19,522,495
LOUISIANA	16,717,800	17,488,985	19,953,569	20,751,734	20,827,248
MAINE	5,257,884	5,689,572	6,151,929	6,587,100	7,085,542
MARYLAND	20,798,823	20,856,304	21,822,700	22,784,279	24,828,468
MASSACHUSETTS	27,899,990	28,865,300	30,764,185	32,135,295	32,730,112
MICHIGAN	31,811,864	32,968,142	36,019,844	37,638,485	40,902,800
MINNESOTA	17,542,553	17,772,234	19,075,981	20,173,856	21,793,425
MISSISSIPPI	9,861,845	10,909,764	12,145,857	12,992,048	13,635,787
MISSOURI	21,283,010	22,333,146	24,031,100	24,787,127	26,052,291
MONTANA	2,843,825	3,179,570	3,662,505	3,678,043	4,161,151
NEBRASKA	8,635,772	7,218,152	7,436,856	7,723,895	8,146,905
NEVADA	2,487,839	2,748,189	3,140,438	3,330,291	3,662,694
NEW HAMPSHIRE	2,082,632	2,692,052	2,991,506	3,486,597	3,844,075
NEW JERSEY	33,193,777	36,509,891	38,984,157	41,292,822	43,989,042
NEW MEXICO	5,150,000	5,582,359	6,400,197	6,863,252	7,555,990
NEW YORK	45,334,825	51,393,775	56,856,431	63,084,181	68,286,446
NORTH CAROLINA	25,855,649	26,573,110	28,614,388	30,347,826	31,564,054
NORTH DAKOTA	1,982,812	2,285,271	2,555,520	2,845,374	3,088,367
OHIO	42,797,485	45,477,930	47,625,233	49,365,918	52,235,293
OKLAHOMA	13,487,420	14,598,185	15,856,164	18,414,274	17,277,942
OREGON	8,789,480	9,237,319	10,171,533	10,682,804	11,529,234
PENNSYLVANIA	40,947,180	40,120,185	44,079,884	45,921,287	48,788,295
PUERTO RICO	5,246,400	6,162,201	6,451,500	9,765,578	10,658,769
RHODE ISLAND	3,784,335	4,123,318	4,491,609	4,621,255	4,938,070
SOUTH CAROLINA	15,014,786	15,642,014	17,439,675	18,335,655	19,513,793
SOUTH DAKOTA	2,895,357	2,512,827	2,799,823	2,982,287	3,386,488
TENNESSEE	20,556,479	23,226,730	25,922,642	26,366,517	28,528,964
TEXAS	56,938,505	61,223,005	67,641,488	72,130,200	76,892,921
UTAH	7,592,734	8,315,888	9,262,708	10,184,529	10,906,676
VERMONT	2,138,234	2,117,566	1,747,535	1,928,334	2,169,770
VIRGINIA	20,741,641	21,995,483	24,171,638	25,651,633	27,358,034
WASHINGTON	13,254,051	13,926,300	15,073,701	16,280,877	17,433,489
WEST VIRGINIA	7,790,840	8,848,501	10,192,346	10,248,844	11,562,662
WISCONSIN	14,611,634	15,933,283	17,312,872	18,335,912	19,698,437
WYOMING	2,134,180	2,230,871	2,437,332	2,616,694	2,629,885
AMERICAN SAMOA	541,859	469,600	513,494	532,767	572,170
GUAM	1,505,928	1,348,248	1,474,062	1,546,632	1,642,523
NORTHERN MARIANAS	198,669	229,301	250,701	263,040	279,349
TRUST TERRITORIES	1,538,833	1,755,333	1,919,160	2,013,617	2,138,460
VIRGIN ISLANDS	958,391	1,247,663	1,364,109	1,431,247	1,519,984
BUR. OF INDIAN AFFAIRS	8,658,416	9,217,901	10,076,216	10,582,921	11,239,059
U.S. & INSULAR AREAS	874,189,569	930,774,016	1,017,854,178	1,068,875,004	1,135,144,999
50 STATES, D.C. & P.R.	800,787,473	916,505,910	1,002,254,414	1,052,496,768	1,117,753,454

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-B PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR. HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1987.

(R2PM81A)

TABLE B11
STATE GRANT AWARDS UNDER EHA-8
FISCAL YEARS 1977 TO 1988

STATE	FY 1987	FY 1988
ALABAMA	25,128,396	28,529,265
ALASKA	2,498,141	2,876,943
ARIZONA	14,182,818	16,483,720
ARKANSAS	12,221,215	14,132,982
CALIFORNIA	184,747,742	122,647,852
COLORADO	12,148,728	14,281,684
CONNECTICUT	17,283,657	19,378,582
DELAWARE	3,218,363	3,882,956
DISTRICT OF COLUMBIA	841,895	797,326
FLORIDA	45,582,658	54,872,881
GEORGIA	25,136,979	2,482,252
HAWAII	3,179,178	3,524,786
IDAH0	5,237,982	5,781,326
ILLINOIS	57,355,984	68,398,758
INDIANA	26,889,748	38,739,818
IOWA	15,575,352	17,586,815
KANSAS	18,944,534	12,731,884
KENTUCKY	19,882,795	22,197,887
LOUISIANA	19,991,313	21,928,841
MAINE	7,389,378	6,845,834
MARYLAND	24,278,889	27,933,242
MASSACHUSETTS	35,218,796	48,428,378
MICHIGAN	41,787,638	47,134,873
MINNESOTA	22,577,818	25,868,488
MISSISSIPPI	14,482,378	17,235,754
MISSOURI	27,884,785	34,674,585
MONTANA	4,117,743	4,855,548
NEBRASKA	8,485,932	9,433,819
NEVADA	3,778,528	4,425,524
NEW HAMPSHIRE	4,148,657	4,844,539
NEW JERSEY	48,819,848	52,438,643
NEW MEXICO	8,118,562	9,288,475
NEW YORK	88,398,655	78,981,881
NORTH CAROLINA	38,498,234	33,499,897
NORTH DAKOTA	3,133,485	3,888,259
OHIO	93,841,837	88,485,281
OKLAHOMA	17,722,865	28,189,848
OREGON	11,583,588	13,183,889
PENNSYLVANIA	58,777,323	57,388,848
PUERTO RICO	12,115,382	12,212,629
RHODE ISLAND	5,188,477	5,981,858
SOUTH CAROLINA	19,794,138	22,824,928
SOUTH DAKOTA	3,843,443	4,278,287
TENNESSEE	28,285,188	38,827,999
TEXAS	78,598,538	91,56,812
UTAH	11,136,147	12,899,207
VERMONT	2,279,888	2,793,955
VIRGINIA	28,892,881	32,143,588
WASHINGTON	18,819,197	28,982,879
WEST VIRGINIA	12,488,384	14,488,934
WISCONSIN	28,487,885	23,143,928
WYOMING	2,596,253	3,817,881
AMERICAN SAMOA	588,353	833,697
GUAM	1,883,238	2,393,278
NORTHERN MARIANAS	288,273	487,831
TRUST TERRITORIES	2,191,488	3,115,888
VIRGIN ISLANDS	1,557,658	2,214,722
BUR. OF INDIAN AFFAIRS	11,517,843	18,518,518
U.S. & INSULAR AREAS	1,163,281,995	1,337,999,999
50 STATES, D.C. & P.R.	1,145,459,385	1,312,518,888

THE FIGURES REPRESENT THE AMOUNT OF FUNDS THAT NEW MEXICO WOULD HAVE RECEIVED IF IT CHOSE TO PARTICIPATE IN THE EHA-8 PROGRAM FROM 1978-1983. SINCE NEW MEXICO CHOSE NOT TO PARTICIPATE, THE FUNDS IT WAS ELIGIBLE TO RECEIVE HAVE BEEN DISTRIBUTED ON A PRO RATA BASIS TO THE OTHER STATES. THESE ARE INITIAL AWARDS AVAILABLE TO THE STATES AS OF JULY 1 OF EACH YEAR, HOWEVER, THEY ARE SUBJECT TO REVISION SUBSEQUENTLY DUE TO CHANGES IN STATE CHILD COUNTS.

DATA AS OF OCTOBER 1, 1987.

(RCPMB1A)

TABLE BJ1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR
SPECIAL EDUCATION AND RELATED SERVICES
FOR THE 1983-84 SCHOOL YEAR

STATE	SPECIAL EDUCATION			RELATED SERVICES		
	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	13,449,989	85,986,189	4,415,326	3,958,428	7,913,782	1,381,328
ALASKA	3,285,065	41,876,854	5,488,562	1,835,686	5,531,148	1,884,755
ARIZONA	-	-	-	-	-	-
ARKANSAS	7,589,314	23,296,243	6,468,000	3,484,295	9,984,184	2,772,000
CALIFORNIA	66,850,000	786,676,000	286,888,000	9,672,000	94,541,000	26,462,000
COLORADO	8,732,971	35,810,221	59,613,084	4,866,868	21,496,750	31,542,886
CONNECTICUT	-	-	-	-	-	-
DELAWARE	3,618,590	23,246,981	9,528,930	228,513	747,755	183,146
DISTRICT OF COLUMBIA	3,234,396	26,729,759	-	364,969	4,645,251	-
FLORIDA	12,716,399	282,589,588	99,778,549	22,686,932	86,828,252	42,762,216
GEORGIA	21,318,533	141,194,580	58,841,246	5,680,857	9,565,472	6,334,556
HAWAII	3,288,928	23,176,554	26,377,488	131,786	6,336,120	6,669,820
IDAHO	2,618,000	35,282,980	-	1,288,876	2,634,390	-
ILLINOIS	-	-	-	-	-	-
INDIANA	28,584,114	89,686,485	33,534,587	4,947,812	23,852,178	24,529,329
IOWA	2,827,873	88,888,862	18,928,341	11,788,543	58,233,611	13,894,957
KANSAS	-	-	-	-	-	-
KENTUCKY	21,423,989	181,337,625	27,887,537	187,613	16,496,823	4,396,576
LOUISIANA	14,655,833	135,883,384	73,894,837	3,681,756	35,654,922	6,316,517
MAINE	6,618,466	23,888,888	17,111,837	1,158,388	1,289,798	1,098,718
MARYLAND	22,685,284	89,833,888	118,818,217	5,863,134	19,188,912	37,156,633
MASSACHUSETTS	19,328,881	82,487,887	184,242,358	29,115,694	96,272,385	188,497,149
MICHIGAN	34,712,851	187,854,285	214,623,881	7,384,418	22,773,515	45,656,465
MINNESOTA	17,688,888	187,888,888	72,888,888	2,888,888	17,888,888	11,888,888
MISSISSIPPI	-	54,781,818	-	-	944,383	-
MISSOURI	17,447,881	159,282,711	-	5,278,471	48,892,488	-
MONTANA	2,543,244	21,744,828	2,988,488	528,985	4,453,588	584,878
NEBRASKA	5,114,588	35,231,875	19,531,588	2,485,233	8,188,447	1,827,974
NEVADA	2,313,882	38,114,452	7,583,488	1,419,828	1,642,854	551,884
NEW HAMPSHIRE	1,828,338	-	-	1,756,638	-	-
NEW JERSEY	38,682,884	324,688,829	135,852,453	4,229,289	38,873,337	15,872,587
NEW MEXICO	1,818,933	57,881,544	282,291	218,188	16,582,113	188,588
NEW YORK	58,848,888	751,873,888	873,975,888	19,949,888	258,625,888	291,325,888
NORTH CAROLINA	27,588,428	125,798,882	11,447,154	5,738,785	14,253,814	2,283,888
NORTH DAKOTA	838,582	5,679,818	14,682,314	1,584,487	2,811,384	5,678,677
OHIO	42,614,883	455,547,732	158,472,888	18,653,715	113,886,933	39,618,151
OKLAHOMA	87,835,472	188,154,998	88,175,135	6,998,384	83,881,823	3,343,822
OREGON	9,641,788	8,187,488	58,267,384	3,188,588	2,813,838	18,785,465
PENNSYLVANIA	48,978,757	281,684,555	118,277,153	2,223,414	18,883,176	23,888,188
PUERTO RICO	5,458,588	15,388,338	-	3,548,388	1,978,988	-
RHODE ISLAND	-	-	-	-	-	-
SOUTH CAROLINA	14,111,138	41,548,223	23,228,877	4,783,713	7,892,453	2,522,749
SOUTH DAKOTA	2,241,185	8,488,482	9,887,548	918,314	3,927,731	6,888,118
TENNESSEE	13,753,874	87,588,298	28,628,888	8,188,328	2,887,724	1,672,339
TEXAS	58,387,372	329,848,995	141,689,456	13,513,681	87,584,479	16,846,878
UTAH	7,798,281	48,818,482	484,179	1,146,888	6,132,256	63,522
VERMONT	3,775,318	15,487,588	8,338,774	77,418	526,154	1,888,882
VIRGINIA	11,874,848	38,625,794	85,921,883	2,947,782	3,428,982	26,252,578
WASHINGTON	9,417,485	118,387,588	28,317,348	5,297,335	29,591,897	9,439,114
WEST VIRGINIA	18,643,798	56,884,151	9,223,842	1,182,643	6,332,683	1,624,782
WISCONSIN	18,772,755	131,921,857	3,658,376	4,981,781	45,778,529	68,853,577
WYOMING	1,882,297	14,853,352	12,798,786	754,242	7,985,435	6,276,545
AMERICAN SAMOA	388,888	87,588	-	188,238	-	-
GUAM	1,129,998	4,825,638	-	688,488	358,888	-
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	799,782,114	5,448,958,528	2,978,422,891	227,713,451	1,316,452,959	912,526,895
50 STATES, D.C. & P.R.	798,263,118	5,444,845,382	2,978,422,891	226,915,753	1,316,182,959	912,526,895

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR
SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1987.

(T1A886)

TABLE BJ 1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR
SPECIAL EDUCATION AND RELATED SERVICES
FOR THE 1963-64 SCHOOL YEAR

STATE	TOTAL		
	FEDERAL	STATE	LOCAL
ALABAMA	17,466,469	93,819,951	5,796,646
ALASKA	4,249,691	47,487,994	7,293,317
ARIZONA	14,269,978	57,266,217	52,861,124
ARKANSAS	11,873,689	33,288,347	9,248,888
CALIFORNIA	76,322,888	681,217,688	233,270,888
COLORADO	13,599,839	56,588,971	91,156,588
CONNECTICUT	12,518,415	96,881,849	118,772,141
DELAWARE	3,839,183	23,994,656	9,712,865
DISTRICT OF COLUMBIA	3,539,385	31,375,810	-
FLORIDA	35,323,331	289,488,848	142,548,725
GEORGIA	26,998,588	158,788,852	64,395,882
HAWAII	3,332,632	29,714,674	33,847,386
IDAHO	3,985,685	37,837,358	-
ILLINOIS	84,413,658	477,839,981	588,448,382
INDIANA	25,451,126	183,718,583	58,863,836
IOWA	13,897,818	119,834,273	32,823,298
KANSAS	19,481,145	62,881,714	56,297,845
KENTUCKY	24,911,522	117,834,448	31,484,113
LOUISIANA	17,857,389	171,348,388	88,811,154
MAINE	7,769,773	24,378,858	18,289,747
MARYLAND	27,748,348	88,942,518	147,766,878
MASSACHUSETTS	39,436,855	188,789,482	212,739,587
MICHIGAN	42,887,289	129,827,888	288,279,488
MINNESOTA	19,888,888	124,888,888	83,888,888
MISSISSIPPI	14,874,887	55,788,883	18,878,888
MISSOURI	24,728,152	287,295,197	-
MONTANA	3,884,149	28,187,822	3,484,538
NEBRASKA	7,519,739	43,417,522	28,559,488
NEVADA	3,732,888	48,758,588	8,135,284
NEW HAMPSHIRE	3,884,977	9,639,275	35,318,178
NEW JERSEY	42,292,883	388,733,388	158,725,885
NEW MEXICO	1,237,115	74,383,857	488,797
NEW YORK	73,785,888	1,882,588,888	1,185,388,888
NORTH CAROLINA	33,385,185	148,848,988	13,738,188
NORTH DAKOTA	2,283,388	8,488,984	28,288,991
OHIO	53,288,578	588,434,885	198,888,757
OKLAHOMA	94,833,836	191,158,813	63,518,157
OREGON	12,758,288	18,721,238	77,852,769
PENNSYLVANIA	51,282,171	298,547,731	134,148,553
PUERTO RICO	9,885,984	17,387,239	-
RHODE ISLAND	4,584,388	67,884,449	-
SOUTH CAROLINA	18,814,852	49,248,878	25,742,828
SOUTH DAKOTA	3,157,588	18,338,133	15,947,858
TENNESSEE	21,939,384	78,384,814	22,299,887
TEXAS	63,821,953	387,433,474	157,745,532
UTAH	8,942,881	5,958,748	547,791
VERMONT	3,852,728	15,983,854	9,345,836
VIRGINIA	14,822,558	42,848,758	112,174,179
WASHINGTON	14,714,828	147,958,485	37,758,454
WEST VIRGINIA	11,828,433	63,328,834	18,247,824
WISCONSIN	23,754,518	177,788,488	184,711,853
WYOMING	2,358,539	22,838,787	18,985,311
AMERICAN SAMOA	578,238	87,588	0
GUAM	1,738,458	5,175,638	-
NORTHERN MARIANAS	-	-	-
TRUST TERRITORIES	-	-	-
VIRGIN ISLANDS	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-
U.S. & INSULAR AREAS	1,188,489,288	7,538,314,964	4,732,497,382
50 STATES, D.C. & P.R.	1,188,892,514	7,531,851,826	4,732,497,382

THE TOTALS WILL NOT SUM BECAUSE SOME STATES COULD NOT PROVIDE SEPARATE COUNTS FOR
SPECIAL EDUCATION AND RELATED SERVICES AND ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1967.

(T1A886)

NOTES FOR APPENDIX B

Table BB1--Related Services Data Notes

A dash on the tables indicates the data were not available for the State.

Alabama--The State was unable to report counts of diagnostic services; these counts were subsumed under other nonspecified categories.

California--The State reported only total estimated counts of related services by service type; the data were not available by handicapping condition or by age group. These data were presented under the 18-21 age group for all conditions.

Florida--The State combined counts of services received by hard of hearing and speech or language impaired students; these data were presented under the speech or language impaired category. The State was unable to report data for multihandicapped students, because these students are served in the area of their primary handicapping condition.

Georgia--The State reported a total estimated count of students receiving speech/language pathology; these data were presented under the 6-11 age group total.

Hawaii--The State reported data under an additional handicapping condition labeled "learning impaired;" these data were combined with data for the speech or language impaired.

Iowa--Counts for recreation services include data for State-operated programs only. Counts of speech or language impaired students receiving speech pathology include students identified as communication handicapped. Audiological services include itinerant/consulting teacher, hearing impaired, and audiological services.

Michigan--The State combined counts of other health impaired and orthopedically impaired children and youth receiving related services; these data were presented under the orthopedically impaired category. The State included counts of autistic students receiving services with counts of seriously emotionally disturbed students receiving services.

Minnesota--The State included counts of autistic students receiving related services with counts of other health impaired students receiving services.

Missouri--The State reported data based on sample data that was extrapolated to reflect State totals.

New Hampshire--The State combined data on psychological services and counseling services; these data were presented under the counseling services category.

New Mexico--The State reported estimates of diagnostic services received based on child count totals factored by numbers of initial evaluations and reevaluations.

Ohio--The State combined counts of other health impaired and orthopedically impaired children and youth receiving related services; these data were presented under the orthopedically impaired category.

Oregon--The State was unable to report data on multihandicapped children and youth, because the State does not collect this data by specific placement.

Pennsylvania--The State counts for the specific learning disabled include brain-damaged children and youth.

West Virginia--The State reported data under an additional handicapping condition labeled "preschool handicapped;" these data were combined with counts for the speech or language impaired.

Table BC1--LRE Data Notes

A dash on the tables indicates that the data were not available for the State.

Alabama--The State combined counts of students served in regular classes and resource rooms; these data were presented in the resource room category.

California--The State combined counts of children served in public separate school facilities with counts of children served in separate classes; the data were presented in the separate class category. The State combined counts of children served in private residential facilities with counts of children served in private separate school facilities; the data were presented in the private separate school facility category. The State combined counts of children in homebound/hospital environments with counts of children in separate classes; the data were presented in the separate class category. In addition, the State did not report counts of children served under Chapter 1 of ECIA (SOP); therefore, counts of students who are receiving or who have received services in State residential facilities were not reported.

Colorado--The State combined counts of other health impaired students with counts of orthopedically impaired students; these data were presented under the orthopedically impaired category.

Florida--The State combined counts of hard of hearing students with counts of speech impaired students; the data were presented under the speech impaired category. Also, the State did not report counts of multihandicapped students, because Florida categorizes children according to their primary handicap.

Hawaii--The State reported data under an additional category labeled learning impaired; these counts were combined with counts for the speech and language impaired.

Idaho--The State included counts of children served in Head Start Centers under the 3-5 year old counts of children in separate classes. Youth counted under the public separate school facility category included 18-21 year olds in postsecondary vocational education programs. Youth counted under the homebound/hospital environment category include 18-21 year olds in vocational rehabilitation programs.

Michigan--The State combined counts of other health impaired students with counts of orthopedically impaired students; these data were presented under the orthopedically impaired category. The State included counts of autistic students under the seriously emotionally disturbed category.

Mississippi--The State combined counts of other health impaired and orthopedically impaired students; the data were presented under the orthopedically impaired category.

Nebraska--The State combined counts of other health impaired and orthopedically impaired students; these data were presented under the orthopedically impaired category. The State combined counts of the deaf-blind under counts of the deaf or counts of the visually handicapped.

Ohio--The State combined counts of other health impaired students with counts of orthopedically impaired students; these data were presented in the orthopedically impaired category.

Pennsylvania--The State included counts of brain-damaged students within the count of learning disabled children. The State included counts of students served in private residential rehabilitative institutions in counts of students served in correctional facilities.

Texas--The State reported an actual total count of children served in public residential facilities; counts by age groups were estimated.

West Virginia--The State reported counts of preschool handicapped students; these data were included under the speech and language impaired category.

Wisconsin--The State combined counts of other health impaired students with counts of orthopedically impaired students; these data were presented under the orthopedically impaired category.

Tables BE1 and BE2--Personnel Employed and Needed

A dash in the tables indicates that the data were not available for the State.

Some States were unable to report some teachers according to handicapping condition served; these teachers are included in the "all conditions" category.

Alabama--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category.

California--The State reported data for speech/language pathologists under a separate category; these data were counted under itinerant/consulting teachers for the speech or language impaired.

Colorado--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category.

Florida--The State combined counts of teachers of the hard of hearing with counts of teachers of the speech or language impaired; the data was presented under the speech or language impaired category. The State reported students in the area of their major handicap; therefore no teachers of the multihandicapped were reported.

Georgia--The State subsumed counts of teachers of the deaf-blind under counts of teachers of the deaf or teachers the visually handicapped.

Hawaii--The State reported counts of teachers employed serving the other health impaired with teachers employed serving the orthopedically impaired; the data were presented under the orthopedically impaired category. The State reported counts of teachers employed serving the learning impaired; the data were presented under the speech or language impaired category.

Illinois--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category. The State subsumed counts of teachers of the deaf-blind under counts of teachers of the deaf or teachers the visually handicapped. The State reported combined counts of teachers of cross-categorical and early childhood students; these counts are included in the total counts of teachers employed. In addition, the State included "other instructional staff" counts in its total counts of personnel employed.

Kansas--The State reported counts of teachers of early childhood; these counts were combined with counts of teachers of the speech or language impaired. The State reported counts of teachers serving cross-categorical students; these counts are included in the total counts of teachers employed. Kansas was unable to report some teachers according to handicapping condition served; these teachers were included in the "all conditions" category. The State combined counts of diagnostic staff under other categories of staff other than teachers employed. The State reported negative counts of cross-categorical teachers and supervisors/administrators needed.

Maryland--The State reported data for speech/language pathologists under a separate category; these data were counted under itinerant/consulting teachers for the speech or language impaired.

Michigan--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the other health impaired category. The State was unable to provide counts of some teachers employed and needed by handicapping condition; these teachers were included in the "all conditions" category.

Minnesota--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category. The State reported counts for teachers of early childhood and adaptive physical education. The counts of teachers of early childhood were included in the counts of teachers of the speech or language impaired. The counts of teachers of adaptive physical education were included in the counts of teachers of the orthopedically impaired.

Mississippi--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category.

Montana--The State reported only total counts, because its service delivery model is noncategorical.

Nebraska--The State were unable to report some teachers by handicapping condition served. This count is included in the total count of personnel needed.

New Jersey--The State reported the actual number of counselors who serve one or more handicapped students; FTE counts were not available.

New York--Counts of teachers of the deaf-blind and counts of itinerant/consulting teachers were included in other unspecified cells. The State included cross-categorical teachers in their total count of personnel employed.

Ohio--The State reported counts of teachers of the other health impaired with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category. The State reported counts of teachers of the deaf-blind and with teachers of the multihandicapped; the data were presented under the multihandicapped category.

Pennsylvania--The State included counts of personnel employed and needed to serve brain-damaged children under counts of personnel employed and needed to serve learning disabled children.

South Dakota--The State did not report teacher counts by handicapping condition because its service delivery pattern is noncategorical.

Wisconsin--The State reported counts of teachers of the multihandicapped with teachers of the orthopedically impaired; the data were presented under the orthopedically impaired category.

BIA--Only personnel directly employed by the agencies were reported. Health services personnel are provided by IHS and were not included in these counts.

Tables BF1 and BF2--Exiting Data Notes

A dash on the tables indicates that the data were not available for the State.

Colorado--The State combined counts of orthopedically impaired and other health impaired; the data were presented in the orthopedically impaired category. In addition, exiting data includes students that have moved out of the local education agency's area.

Michigan--The State combined counts of orthopedically impaired and other health impaired; the data were presented in the orthopedically impaired category.

Mississippi--The State combined counts of orthopedically impaired and other health impaired; the data were presented in the orthopedically impaired category.

Nebraska--The State combined counts of orthopedically impaired and other health impaired; the data were presented in the orthopedically impaired category. The State reported counts of deaf-blind students under the visually handicapped or hard of hearing and deaf category.

Ohio--The State combined counts of orthopedically impaired and other health impaired; the data were presented in the orthopedically impaired category.

Texas--The State was unable to report exiting data by individual age year; the data are presented under the age 21 category.

American Samoa--Students were counted as mentally retarded unless obviously fitting another category; therefore, counts of mentally retarded students include students with other handicapping conditions.

Table BG1--Anticipated Services Data Notes

A dash on the tables indicates the data were not available for the State.

Colorado--The State combined counts of anticipated services needed by other health impaired students with counts of services needed by orthopedically impaired students; these data were presented under the orthopedically impaired category.

Florida--The State combined counts of anticipated services for the hard of hearing with counts of services for the speech and language impaired; these counts were presented under the speech and language impaired category. Also, the State did not provide counts of anticipated services for the multihandicapped, because these students are counted in the area of their primary handicapping condition.

Georgia--The State subsumed counts of anticipated services for the deaf-blind under counts of anticipated services for the deaf or counts of anticipated services for the visually handicapped.

Michigan--The State combined counts of anticipated services for the other health impaired with counts for the orthopedically impaired; these data were included under the orthopedically impaired category. Also, the State included counts of services for autistic students with counts of anticipated services for the seriously emotionally disturbed.

Mississippi--The State combined counts of anticipated services for the other health impaired with counts for the orthopedically impaired; these data were included under the orthopedically impaired category.

Missouri--The State reported counts of students needing case management services; these data were presented under the counseling and guidance category. The State reported counts under physical restoration and mental restoration; these counts were included under the physical/mental restoration category. The State reported counts of students needing on site job training and job placement services; these data were presented under the vocational/training services category. The State reported counts of students needing employment/job placement; these data were presented under vocational placement category. Finally, the State reported counts of students needing postsecondary education services; these data were presented under the other services category.

Nebraska--The State subsumed counts of anticipated services for the deaf-blind under counts of anticipated services for the deaf or counts of anticipated services for the visually handicapped. Also, the State combined counts of anticipated services for the other health impaired and the orthopedically impaired; these data were presented under the orthopedically impaired category.

New York--The State reported estimated total data for anticipated services.

Ohio--The State combined counts of anticipated services needed by other health impaired students with counts of services needed by orthopedically impaired students; these data were presented under the orthopedically impaired category.

Pennsylvania--The State included counts of anticipated services for the brain-damaged in its counts of services for the learning disabled.

Table BJ1--Expenditure Data Notes

A dash on the tables indicates the data were not available for the State.

Alaska--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Arizona--The State reported total expenditures only. Arizona was unable to separate expenditures for special education and related services.

Arkansas--The State reported estimated expenditures for special education and related services from State and local sources.

California--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Colorado--The State reported estimated expenditures for special education and related services from Federal and local sources.

Connecticut--The State reported only total expenditures for special education and related services at the Federal, State, and local levels.

Delaware--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

District of Columbia--The district reported all non-Federal expenditures as State expenditures.

Florida--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Georgia--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Idaho--The State reported estimated expenditures for special education and related services from Federal and State sources. The State reported actual total State and Federal expenditures. The State did not report local expenditures for special education and related services.

Illinois--The State reported total expenditures only. Illinois was unable to separate expenditures for special education and related services. The count reported for total local expenditures was estimated.

Iowa--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Kansas--The State reported only total expenditures for special education and related services at the Federal, State, and local levels. The State provided estimated expenditures from Federal and local sources.

Kentucky--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Louisiana--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Maryland--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Massachusetts--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Minnesota--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Mississippi--Mississippi reported only total estimated expenditures at the Federal and local levels.

Missouri--The State combined State and local expenditures; the data were presented in the State category. Missouri reported estimated expenditures for related services from State and local funds.

Montana--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New Hampshire--The State reported total expenditures at State and local level only; expenditures for special education and related services at these levels could not be separated. The State reported estimated expenditures for special education and related services at the Federal level.

New Jersey--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New Mexico--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

New York--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

North Dakota--The State reported estimated expenditures for special education and related services from Federal and local sources.

Ohio--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Oklahoma--The State reported both estimated and actual expenditures for special education and related services from Federal, State, and local sources.

Oregon--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Pennsylvania--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The State indicated that all local expenditures may not have been reported.

Puerto Rico--Puerto Rico included all non-Federal expenditures in the State category.

Rhode Island--The state combined expenditures from State and local sources. The State reported only total expenditures for special education and related services at the Federal, State, and local levels.

South Carolina--The State reported estimated expenditures for special education and related services from State and local sources.

South Dakota--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. The total expenditures are actual expenditures.

Tennessee--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Texas--The State reported estimated expenditures for special education and related services from Federal, State, and local sources. Texas included all State-administered Federal special education expenditures in the Federal category; this category did not include expenditures for State administration. The State included all State foundation funds (less local fund assignments) expended in local schools and State general revenue and available funds expended in special schools and community centers for handicapped students in the State category. The State category did not include funds expended for residential costs or State administration. Also, Texas included local fund assignments for State foundation funds, local salary enrichment for State funded personnel, and local community resources in the local category.

Utah--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Vermont--The State reported estimated expenditures for special education and related services from local sources.

Virginia--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Washington--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

West Virginia--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Wisconsin--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

Wyoming--The State reported estimated expenditures for special education and related services from Federal, State, and local sources.

American Samoa--The State reported estimated expenditures for special education and related services from Federal and State sources. All non-Federal expenditures were reported as State expenditures.

Guam--The State reported estimated expenditures for special education and related services from Federal and State sources. All non-Federal expenditures were reported as State expenditures.

APPENDIX C
SPECIAL STUDIES CONTRACTS

EVALUATION OF THE EDUCATION OF THE HANDICAPPED ACT

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through 1983. The studies have been designed to provide information concerning the impact and effectiveness of the EHA as described in the fourth chapter of this report requested by Congress.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
1. Assessment of State Information Capabilities under P.L. 94-142	Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562	9/30/76 - 9/30/77 \$298,840

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

2. Development of a Sampling Procedure for Validating State Counts of Handicap- ped Children	SRI International Menlo Park, CA 300-76-0513	10/1/76 - 9/30/77 \$267,790
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Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
3. An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, VA 300-76-0515	10/1/76 - 9/30/77 \$110,904

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under EHA-B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4. Implementation of the Individual Education Program	David Nero & Associates Portland, OR 300-74-7915	9/30/76 - 12/30/77 \$433,000
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Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

5. Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 \$192,698 9/12/77 - 6/30/78 \$175,396
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Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress*.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
6. Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies	SRI International Menlo Park, CA 300-78-0030	1/16/77 - 9/16/78 \$197,707 9/16/78 - 9/15/79 \$566,838 9/15/79 - 2/28/81 \$498,112 2/28/81 - 10/31/81 \$249,993 11/1/81 - 12/15/82 \$250,006

Description: The purpose of this study was to follow a small sample of school systems over a 5 year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the National trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7. Criteria for Quality	Thomas Buffington Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 \$395,162
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Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
8. National Survey of Individualized Education Programs	Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529	1/16/77 - 9/15/78 \$197,707 10/1/78 - 9/30/79 \$661,979 10/1/79 - 10/30/80 \$125,181

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

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| 9. A Descriptive Study of Teacher Concerns Said to Be Related to P.L. 94-142 | Roy Littlejohn & Associates
Washington, D.C. | 7/9/76 - 10/30/78
\$328,758 |
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Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 76 study on the implementation of the individualized education program, and several have been raised by National teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
10. Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 360-77-0528	9/30/77 - 5/31/79 \$484,452

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

11. Clarification of P.L. 94-142 for the Classroom Teacher	Research for Better Schools Philadelphia, PA 300-77-0525	10/1/77 - 1/31/78 \$24,767
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Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12. Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427	9/12/78 - 1/10/80 \$369,770
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Description: The purpose of this study was to investigate the rules or criteria used by the courts and States' hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

Special Studies Contracts

	Title	Contractor and Contract Number	Contract Period and Amount
13.	Special Teens and Parents: Study of P.L. 94-142's Impact	ABT Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 \$47,220 10/1/79 - 9/30/80 \$53,687

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on learning disabled secondary students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

14.	Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research (AIR) Cambridge, MA 300-78-0463	10/1/78 - 9/30/79 \$55,641 10/1/79 - 9/30/80 \$63,374
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Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
15. The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, MA 300-78-0465	10/1/78 - 9/31/79 \$51,239 10/1/79 - 8/31/80 \$60,000

Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16. Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, IL 300-78-0461	9/1/78 - 8/31/79 \$46,060 9/1/79 - 8/31/80 \$55,295
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Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464	10/1/78 - 9/30/79 \$48,387 10/1/79 - 9/30/80 \$56,228
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Description: This case study was originally intended to continue for 5 years but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
18. Project to Provide Technical Assistance in Data Analysis	Decision Resources Corporation Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 \$142,614
		10/1/79 - 9/30/80 \$199,714
		10/1/80 - 5/31/81 \$ 89,919
		10/1/82 - 9/30/83 \$125,071
	300-82-0001	10/1/83 - 10/31/84 \$144,171
	300-84-0246	10/1/84 - 9/30/85 \$196,632
		10/1/85 - 9/30/86 \$348,564
		10/1/86 - 10/31/87 \$215,797

Description: The purpose of this project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to OSEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the *Annual Report to Congress*.

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| 19. Identification of Future
Trends in the Provision
of Services to Handicap-
ped Students | Newtek Corporation
Reston, VA
300-78-0302 | 6/1/78 - 9/30/78
\$10,000 |
| | | |

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policy-making, the conference highlighted some potentially important trends about which policy-makers should be aware. A summary of the conference was published in *Focus on Exceptional Children*.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
20. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 \$64,500
<p>Description: States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A 6 month study was undertaken by Planning and Human Systems in 1978 to develop guidelines to be used in reviewing a State's request for a waiver. The guidelines were developed based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.</p>		
21. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classi- fication of Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669	10/1/79 - 9/30/80 \$200,403 10/1/80 - 9/30/81 \$480,092 10/1/81 - 9/30/82 \$179,906 10/1/82 - 3/31/83 \$ 37,310

Description: This study focused on describing LEA procedures for identifying, assessing, and placing students to determine whether procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
22. Survey of Special Education Services	Rand Corporation Santa Monica, CA 300-79-0733	10/1/80 - 9/30/81 \$225,402

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in Special Studies money, this contract was terminated at the end of the first year.

23. Study of Student Turn- over Between Special and Regular Education	SRI International Menlo Park, CA 300-79-0660	10/1/79 - 3/31/81 \$220,299
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Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which handicapped children transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

24. Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, MA 310-1-76-BH-02	5/1/79 - 8/31/79 \$35,358
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Description: This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirement and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives who are involved in the legal aspects of implementing the parent surrogate requirements, two persons from National organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirement, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
25. Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, VA 300-79-0722	10/1/79 - 5/15/80 \$31,854

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, investigated the special education budgetary process at the State level and examined in detail budgetary processes in four LEAs selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 \$159,175
		10/1/80 - 9/30/81 \$195,759
		10/1/81 - 9/30/82 \$151,320
		10/1/82 - 9/30/83 \$192,249
		10/1/83 - 9/30/84 \$183,505
		10/1/84 - 9/30/85 \$186,129
		10/1/85 - 9/30/86 \$195,051
		10/1/86 - 9/30/87 \$203,800

Description: The Forum project, conducted by NASDSE, provides a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs are Forum participants. The project conducts analyses of important issues and practices in SEAs and LEAs to assist OSEP in providing technical assistance to the field as specified under Section 617 of EHA. The communication network provides OSEP a mechanism for obtaining timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all handicapped children. Technical assistance is also given by the project to participating SEAs and LEAs through the communication network.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661	10/1/79 - 9/30/80 \$87,000 10/1/80 - 9/30/81 \$73,937

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a National topical conference was conducted in June 1980.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
28. Verification of Procedures to Serve Handicapped Children	Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702	10/1/79 - 8/31/80 \$97,939 9/1/80 - 8/31/81 \$70,000

Description: This study had two components--an assessment component and a secondary component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, they type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

29. Special Study on Terminology	SRA Technologies Mountain View, CA 300-84-0144	5/21/84 - 2/21/85 \$209,670
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Description: This 9 month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the procurement was to conduct a review and assessment of the impact of the terms "seriously emotionally disturbed" (SED) and "behaviorally disordered" (BD), and their definitions on (a) the number and type of children and youth currently being and anticipated to be served in special and regular education programs, (b) identification, assessment, special education and related services provided and the availability of such services, (c) setting in which special education and related services are provided, (d) attitudes of and relationships among parents, professionals, and children and youth, and (e) training of professional personnel providing special education services. Examples of SED children who are currently effectively and ineffectively served were also provided. The Study will culminate in a report which addresses all of the above data elements.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
30. Longitudinal Study on a Sample of Handicapped Students	SRI International Menlo Park, CA 300-84-0258	9/27/84 - 9/27/85 \$285,409
		4/10/85 - 4/30/86 \$212,103
		6/3/85 - 4/30/86 \$48,051
		5/1/86 - 7/28/86 \$100,000
		7/29/86 - 10/15/86 \$71,526
	300-87-0054 Implementation	4/22/87 - 4/30/90 \$2,963,602

Description: This contract was developed in response to Section 8, P.L. 98-199 which stipulates that a longitudinal study of a sample of secondary students be conducted as part of the mandated evaluation to assess the impact of P.L. 94-142. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development.

31. Survey of Expenditures for Special Education and Related Services at State and Local Levels	Decision Resources Corporation Washington, D.C. 300-84-0257	9/30/84 - 9/29/85 \$505,309
		9/30/85 - 9/29/86 \$506,465
		9/30/86 - 9/29/87 \$722,614
		9/30/87 - 3/31/88 \$167,341

Total: \$1,901,729

Description: This Congressionally mandated project will provide SEP with detailed expenditure data and will provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by handicapping condition and age grouping. Analyses will focus on national expenditure estimates, service descriptions, and how federal funds are used.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
32. Technical Assistance to State Educational Agencies Participating In The State Educational Agency/Federal Evaluation Studies Program	Research Management Corp. Falls Church, VA 300-85-0098	4/30/85 - 5/30/87 \$313,924

Description: Section 618(d)(3) of P.L. 99-457 authorizes technical assistance to be provided to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, i.e., quasi-experimentation, sampling, instrumentation, and case study research, to more finite issues of participatory testing, survey methodology, questionnaire development and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the twenty-one projects funded in 1984 and 1985. A final activity of the contract is to prepare a synthesis report on the six 1984 studies that evaluated the impact and effectiveness of educational services for learning disabled children served within regular education.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
33. A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities	Mathematica Policy Research Princeton, NJ 300-85-0190	9/1/85 - 5/31/86 Phase 1 \$331,189 6/1/86 - 2/28/87 Phase 2 \$529,246 3/1/87 - 11/30/87 Phase 3 \$283,564 12/1/87 - 8/31/88 Phase 4 \$112,849 9/1/88 - 2/28/89 \$79,971

Total: \$1,336,819

Description: This Congressionally mandated project will provide data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with handicaps, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights Survey of Special Purpose Facilities was conducted in 1978-79. State and local procedures and practices which are designed to improve instructional programs and to promote the educational opportunities of handicapped children will also be identified.

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
34. Technical Assistance in Data Analysis, Evaluation, and Report Preparation	Decision Resources Corporation Washington, DC 300-87-0155	10/1/87 - 10/1/90 \$3,381,961

Description: This project combines and expands on previous separate technical assistance contracts with OSEP. The purposes of the project are to 1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; 2) conduct issue-oriented analyses that can be utilized by federal, state, and local administrators to support decisions regarding policymaking and implementation; 3) assist states to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under EHA; 4) facilitate information exchanges among federal, state, and local special educators to discuss common concerns and goals; and 5) obtain, organize, and analyze information from multiple sources for reporting on the status of EHA implementation, and the impact and effectiveness of EHA implementation.

APPENDIX D

**SPECIAL EDUCATION PROGRAMS AND SERVICES
IN NEED OF IMPROVEMENT**

SPECIAL EDUCATION PROGRAMS AND SERVICES IN NEED OF IMPROVEMENT

With the passage of the 1983 Amendments to the Education for All Handicapped Children Act, Congress mandated that States provide information on special education programs and related services that are in need of improvement. To meet this mandate, ED/OSEP created a data report with two sections. The first section of the data report asked States to check boxes to indicate whether six special education programs and 13 related services were in need of improvement and to provide a narrative description of the nature of the improvements needed. The instructions defined improved services as those:

- a) not currently available for handicapped children and youth;
- b) in short supply for specific populations and/or ages; and
- c) in a stage where considerable development is necessary for the service to have maximum effectiveness or be delivered efficiently.

The second section of this report required States to produce an unduplicated count of all handicapped children and youth needing improved services by handicapping condition and age group. These data were submitted for the first time in 1986 for school year 1984-85. The second set of data for school year 1985-86 are discussed in this section.

OSEP believes the data on services in need of improvement should be viewed with extreme caution for several reasons. First, different methodologies were used by States to provide data for these reports and the appropriateness of these methodologies has not been studied. Second, although the intent of the data report was to collect information about services in need of improvement above and beyond those required for minimal compliance, all States may not have interpreted the data request this way. For instance, three States--Minnesota, Virginia, and Washington--maintained that no services were in need of improvement. Lastly, eight States and Insular Areas did not report data for 1985-86. Given the number of difficulties related to collecting data on services in need of improvement, OSEP believes these data are best seen as rough approximations.

Services in Need of Improvement

Table D-1 presents the improvements the States and Insular Areas indicated were needed. The most frequently cited area was vocational education which was reported by 40 States and Insular Areas. Thirty-six States reported improvements were needed in assessment while 35 States reported improvements were needed in evaluation. Thirty States felt instructional settings needed improvement.

D-1

TABLE D-1

**Number of States and Insular Areas Indicating the Need for Specific
Improvements in Special Education Programs^{a/}**

School Year 1985-86

Program/Service	Type of Improvement	Number of States and Insular Areas
Instructional Settings		30
	Additional Classrooms/Space	15
	For Severely Impaired	2
	Enhanced Opportunities for Mainstreaming	6
Assessment		36
	Additional Staff	9
	- Bilingual Staff	2
	Enhance Procedures/Instruments	
	- For Bilingual/Bicultural Assessment	7
	- For Vocational Assessment	3
	- For Infant and Preschool Assessment	3
	- For Adaptive Behavior	3
	- For Curriculum Based Assessment	2
	Improved Definitions and Guidelines	4
	- For Learning Disabilities	2
Evaluation	Inservice/Additional Training	6
	- For Preschoolers	3
		35
	Additional Staff	7
	Enhance Program/Evaluation	12
	Enhance Student Evaluation	12
Instructional Programs	Improve Instructional Relevance	3
	Inservice/Additional Training	3
		23
	Additional Staff	6
	Enhance/New Curriculum	6
	Enhance Programs/Services	12
	Handicap Specific	
	- Emotionally Disturbed	2
	- Severely Handicapped	4
	School Level Specific	3
	- Infant and Preschool	2
	Rural Areas	2

Table D-1 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
Instructional Programs (continued)		
	Improved LRE Opportunities	5
	- Regular Class Adaptation	3
	Inservice/Additional Training	6
	- Behavioral Problems	3
	Increased Funding	2
Physical Education		25
	Additional Programs/Services	14
	Adaptive Physical Education	
	Additional Staff	12
	Improve Staff Relations	3
	Inservice/Additional Training	5
	- Adaptive Physical Education	4
Vocational Education		40
	Additional Staff	
	Expansion of Programs/Services	36
	- Rural Areas	4
	Improved Facilities/Equipment	6
	Interagency Agreements	8

a/ The number of States responding to each program/service represents the actual number of States that marked the corresponding box for needs improvement on the actual data forms (i.e., 31 States responded that their state needs improvement with instructional settings). Within each topic, a state may be counted a varying number of times under the improvement listed (i.e., a state that responded that their state needs additional classrooms and equipment under instructional setting, would be counted once under each subtopic. A state with a unique response would only be counted under the broad topic heading (i.e., instructional setting).

Table D-2 presents the number of States indicating the need for improvements in related services. The related service categories most often indicated as needing improvement were psychological services and occupational therapy; 3 States reported improvements were needed in these services. Other categories checked frequently by States were counseling services (31 States), physical therapy (30 States), parent counseling training (28 States), and speech/language therapy (27 States).

Several general areas of concern were evident in the narrative responses of States about services in need of improvement. The States noted improvements were needed in the supply of available personnel; programs and services for children in secondary school and in preschool programs; and programs and services for children with behavioral and emotional problems, with severe handicapping conditions, and from bilingual and bicultural backgrounds. Also, the need for improved interagency cooperation and improved in-service/additional learning were evident in States' responses across categories. These concerns will be described briefly below.

Almost all States were in need of additional trained personnel. This need ranged from specialized related services personnel, such as psychologists and occupational therapists, to transportation aides for handicapped students. Personnel to work with emotionally and behaviorally disabled children and with the severely disabled were greatly needed. Also, increased personnel for children from bilingual and bicultural backgrounds were particularly needed. Several explanations for personnel shortages were provided. Several States reported that LEAs were unable to offer salaries comparable with earnings available in the private sector. Another reason for personnel shortages was that many specialists had insufficient time to work with students due to the amount of time required for student evaluations and assessments. Finally, several States indicated that additional personnel were necessary to raise the skill level of personnel employed.

Students of two age groups were mentioned as needing improved services. First, improved vocational programs, vocational assessment programs, counseling services, psychological services, and social work for secondary students were frequently discussed. Second, improved assessment materials, instructional programs, and speech and language services were often discussed in terms of the needs of 3- to 5-year-old children.

Responses indicated that children with behavioral and emotional problems and severe handicapping conditions are most in need of improved programs and services. The need for improved evaluation, assessment, and vocational programs and the need for improved psychological, inservice/additional training, and interagency cooperation were needed for children with these handicaps.

TABLE D-2**Number of States and Insular Areas Indicating the Need for Specific
Improvements in Related Services****School Year 1985-86**

Program/Service	Type of Improvement	Number of States and Insular Areas
Psychological Services		34
	Additional Staff	24
	- Bilingual	2
	- For Rural Areas	2
	- For Behaviorally Disturbed	2
	Expand/Enhance Services	12
	- Behavior Management	2
	Improve Assessment	6
	- More Timely	4
	- Relate to Instruction	2
	Inservice/Additional Training	7
	Interagency Cooperation	2
School Social Work		24
	Additional Staff	11
	Expand/Enhance Services	12
	- Family	7
	Inservice/Additional Training	2
	Interagency Cooperation	4
Occupational Therapy		34
	Additional Staff	29
	Definitional Clarification	3
	Expand/Enhance Services	35
Speech/Language Therapy		27
	Additional Staff	17
	- Bilingual	2
	- For Preschool	2
	Expand/Enhance Services	9
	- Facilities	2
	- Mainstreamed Services	4
	Inservice/Additional Training	3

Table D-2 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
Audiological Services		16
	Additional Staff	7
	- For Rural	2
	Expand/Enhance Services	8
	Improve Assessment	4
	- Better Equipment	3
	Inservice/Additional Training	2
	Interagency Cooperation	2
Recreational Services		20
	Additional Staff	3
	- For Rural Areas	2
	Expand/Enhance Services	11
	- Preschool	
	Interagency Cooperation	7
Diagnostic Services		17
	Additional Staff	9
	- Neurologists and Psychiatrists	2
	- Severely Impaired	2
	Expand/Enhance Services	8
	Improve Assessment	5
	- Differential Assessment	2
	- L.D.	2
	Inservice/Additional Training	6
Physical Therapy		30
	Additional Staff	27
	- For Rural Areas	2
	Expand/Enhance Services	10
Transportation Services		21
	Additional Staff	7
	- Drivers	3
	- Aides	3
	Expand/Enhance Services	15
	- Increase Available Vehicles	7
	- Reduce Transit Time	6
	Inservice/Additional Training	5
	Increased Funding	3

Table D-2 (continued)

Program/Service	Type of Improvement	Number of States and Insular Areas
School Health Services		19
	Additional Staff	4
	- Nurses	3
	Expand/Enhance Services	9
	- Communication with General Staff	2
	Interagency Cooperation	3
	Increased Funding	2
Counseling Services		31
	Additional Staff	15
	- Family	2
	- Vocational	6
	- Substance Abuse	2
	Expand/Enhance Services	23
	- Develop as a Related Service	2
	Inservice/Additional Training	8
	Interagency Cooperation	2
Medical Services		14
	Additional Staff	4
	Expand/Enhance Services	8
	Inservice/Additional Training	2
	Increase Funding	3
Parent Counseling/ Training		28
	Additional Staff	3
	Expand/Enhance Services	26
	- Preschool	2
	Inservice/Additional Training	2
	Increase Funding	2

a/ The number of states responding to each program/service represents the actual number of states that marked the corresponding box for needs improvement on the actual data forms (i.e., 34 States responded that their state needs improvement in their psychological services). Within each topic, a state may be counted a varying number of times under the improvement listed (i.e., a state that responded that their state needs additional bilingual staff and staff for rural areas under psychological services would be counted once under each subtopic. A state with a unique response would only be counted under the broad topic heading (i.e., psychological service).

States also indicated a growing need for personnel to serve handicapped children from bilingual and bicultural backgrounds. The greatest need appears to be for individuals who provide specialized related services, such as psychologists and speech/language therapists, and for individuals who work with preschool and elementary handicapped populations.

The need for interagency cooperation was reported across six related services categories. These included psychological services, social work, audiological services, recreational services, counseling services, and school health services. Responses from several States indicated many agreements were not workable because of the scarcity of resources.

Finally, the need for in-service/additional training was reported across four program types and nine related services. These program types were assessment, evaluation, instructional programs, and physical education while the related services included psychological, school social work, speech/language therapy, audiological, diagnostic, transportation, counseling, medical, and parent counseling/training services.

Number of Students Needing Improved Services

The 50 States and Insular Areas providing data reported 622,118 children in need of improved services. Table D-3 presents the number and percentage of students in need of improved services by handicapping condition. Learning disabled children comprised 266,905 or 43 percent of these children. Mentally retarded children were about 18 percent of the total (112,022), and speech or a language impaired were about 16 percent of the total (102,394). Multihandicapped, other health impaired, hard of hearing and deaf, orthopedically impaired, visually handicapped, and deaf-blind each comprised less than 3 percent of the total students needing improved services.

The proportion of students needing improved services based on the EHA-B and Chapter 1 (SOP) child count was also calculated. The results of these analyses are presented in table D-4. About 17 percent of all handicapped children served were in need of improved services. Speech or language impaired children were the least likely to need improved services (11 percent). The deaf-blind, other health impaired, and emotionally disturbed were the most likely to need improved services (38.0, 31.5, and 26.4 respectively).

Table D-5 presents data on services in need of improvement by age group. The largest number of students needing improved services were in the 6-11 and 12-17 age groups, which are the age groups with the largest numbers of handicapped students.

TABLE D-3**Number and Percent of Students in Need of Improved
Services by Handicapping Condition****1985-86 School Year**

Handicapping Condition	Number	Percentage*
Learning Disabled	266,905	42.9
Speech Impaired	102,394	16.4
Mentally Retarded	112,022	18.0
Emotionally Disturbed	83,831	13.5
Hard of Hearing and Deaf	12,986	2.1
Multihandicapped	16,991	2.7
Orthopedically impaired	8,861	1.4
Other Health Impaired	13,475	2.2
Visually Handicapped	3,967	.6
Deaf-Blind	686	.1
All Conditions	622,118	100.0

* Percentages may not sum due to rounding.

TABLE D-4

Percent* of Children Served Under EHA and
Chapter 1 (SOP) Needing Improved Services

1985-86 School Year

Handicapping Condition	Percent
Learning Disabled	17.7
Speech or Language Impaired	11.0
Mentally Retarded	18.4
Emotionally Disturbed	26.4
Hard of Hearing and Deaf	23.3
Multihandicapped	20.6
Orthopedically Impaired	19.1
Other Health Impaired	31.5
Visually Handicapped	16.2
Deaf-Blind	38.0
All Conditions	17.2

* Proportion based on the combined EHA and Chapter 1 (SOP) child counts for 1985-86. Only data from States that provided information on children needing improved services were included.

TABLE D-5

**Number of Students in Need of Improved
Services by Age Group**

Age Group	Number	Percent
3 - 5	40,948	6.6
6 - 11	226,110	36.6
12 - 17	309,934	50.1
18 - 21	41,470	6.7
Total	618,462	100.0

APPENDIX E

**PERSONNEL TRAINED THROUGH PROJECTS FUNDED BY THE
DIVISION OF PERSONNEL PREPARATION**

A performance report must be completed annually by all grantees supported under grant funding for Training Personnel for the Education of the Handicapped, CFDA No. 84.029. The submission of such information is required by P.L. 98-199, the Education of the Handicapped Act Amendments of 1983, Section 634. Thus, all grantees receiving training monies as of fiscal year 1986, and who had completed one budget period as of November 1987, were sent a data collection request. Grantees responded by self report and there was a response rate of nearly 100 percent. The information on personnel trained is presented in the following Tables.

TABLE E-1

**Total Number of Part- and Full-Time Students Enrolled in
Preservice Training Funded by Division of Personnel Preparation
Grants During FY 1986 (Excludes New, FY 1986 Grants)**

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Audiologist	0	23	247	0	37	0
Adaptive Physical Education Teacher	0	458	180	0	132	15
Deaf Education Teacher	29	65	174	4	25	0
Deaf/Blind Education Teacher	0	1	17	0	7	0
Emotionally Disturbed Teacher	60	364	1129	32	54	0
Hard of Hearing Teacher	0	38	68	0	0	0
Learning Disabled Teacher	177	194	885	23	89	5
Mentally Retarded Teacher	0	480	463	2	43	2
Multihandicapped Teacher	0	95	435	3	44	1
Occupational Therapist	1	42	79	4	13	0
Orthopedically Impaired Teacher	0	9	20	3	6	0
Other Health Impaired Teacher	0	0	33	0	3	1
Physical Therapist	1	129	23	0	33	0
Psychologist	0	1	55	0	29	4
School Social Worker	0	61	18	0	0	0

E-2

Table E-1 (continued)

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Special Education General	58	695	1433	6	149	1
Speech Language Pathologist	80	1185	1407	20	89	2
Supervisory Administrator	0	0	240	66	185	1
Therapeutic Recreational Therapist	59	17	67	0	2	0
Teacher Aides	290	0	21	0	0	0
Visually Handicapped Teacher	10	131	184	5	30	1
Vocational Education Teacher	0	39	180	9	8	0
Other*	118	304	851	65	114	34

* Examples of "other" are medical personnel, nurses, interpreters, etc.

TABLE E-2

Total Number of Students Funded by Division of Personnel
Preparation Grants Who Received Degrees During FY 1986
(Excludes New, FY 1986)

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Audiologist	0	7	193	0	1	0
Adaptive Physical Education Teacher	0	65	144	0	4	0
Deaf Education Teacher	1	19	80	0	1	0
Deaf/Blind Education Teacher	0	1	7	0	2	0
Emotionally Disturbed Teacher	0	161	295	14	10	0
Hard of Hearing Teacher	0	26	22	0	0	0
Learning Disabled Teacher	0	67	304	2	11	0
Mentally Retarded Teacher	0	155	105	2	5	0
Multihandicapped Teacher	0	52	80	2	7	0
Occupational Therapist	0	42	16	0	0	0
Orthopedically Impaired Teacher	0	4	5	2	2	0
Other Health Impaired Teacher	0	0	24	0	0	0
Physical Therapist	0	70	2	0	0	0
Psychologist	0	0	9	0	10	0
School Social Worker	0	36	10	0	0	0
Special Education General	17	160	298	1	25	0

Table E-2 (continued)

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Speech Language Pathologist	11	270	574	1	11	0
Supervisory Administrator	0	0	93	15	20	0
Therapeutic Recreational Therapist	10	14	39	0	1	0
Teacher Aides	20	0	7	0	0	0
Visually Handicapped Teacher	0	51	61	0	6	0
Vocational Education Teacher	0	32	49	1	1	0
Other*	14	81	219	32	9	0

* Examples of "other" are medical personnel, nurses, interpreters, etc.

TABLE E-3

**Total Number of Students Funded by Division of Personnel Preparation
Grants Who Received or Recommended for State or Professional
Certification During FY 1986 (Excludes New, FY 1986 Grants)**

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Audiologist	0	0	103	0	0	0
Adaptive Physical Education Teacher	0	70	60	0	1	0
Deaf Education Teacher	12	1	69	0	0	0
Deaf/Blind Education Teacher	0	1	7	0	0	0
Emotionally Disturbed Teacher	0	147	423	0	5	0
Hard of Hearing Teacher	0	5	12	0	0	0
Learning Disabled Teacher	0	53	352	2	4	0
Mentally Retarded Teacher	0	132	141	2	1	0
Multihandicapped Teacher	0	49	58	2	4	0
Occupational Therapist	0	42	20	0	0	0
Orthopedically Impaired Teacher	0	0	11	2	1	0
Other Health Impaired Teacher	0	0	6	0	0	0
Physical Therapist	0	63	3	0	0	0
Psychologist	0	0	11	0	1	2
School Social Worker	0	15	17	0	0	0
Special Education General	10	167	487	0	9	0

Table E-3 (continued)

Category of Training	2 Year Degree	Bachelors Degree	Masters Degree	ED.S	Doctoral	Post Doctoral
Speech Language Pathologist	0	34	493	1	3	0
Supervisory Administrator	0	0	102	10	52	0
Therapeutic Recreational Therapist	0	0	32	0	0	0
Teacher Aides	32	2	12	0	0	0
Visually Handicapped Teacher	5	53	64	4	0	0
Vocational Education Teacher	19	20	36	0	1	0
Other*	0	36	277	21	9	52

* Examples of "other" are medical personnel, nurses, interpreters, etc.